Massachusetts Comprehensive Assessment System

Alternate Assessment
for Students with Disabilities

2014 Educator's Manual for MCAS-Alt

This publication is available on the Department of Elementary and Secondary Education website at:
www.doe.mass.edu/mcas/alt/resources.html

Massachusetts Department of Elementary and Secondary Education
Fall 2013

This document was prepared by the
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Commissioner's Foreword

Dear Colleagues:

I am pleased to present you with the *2014 Educator's Manual for MCAS-Alt.* This manual provides guidelines and instructions for preparing MCAS Alternate Assessment (MCAS-Alt) portfolios for students who have been designated by their IEP and 504 teams to participate in alternate assessments. As is true of standard MCAS tests, the purpose of the MCAS-Alt is to assess the achievement of students in relation to knowledge and skills specified in the Massachusetts curriculum frameworks. This school year (2013–2014), the MCAS-Alt will use the 2011 Massachusetts Curriculum Frameworks as the basis for assessing English language arts for students in all grades; and mathematics for students in grades 3–8. For grade 10 mathematics, only the content in the 2011 mathematics framework that matches content in the grades 9 and 10 standards from the 2000 mathematics framework will be assessed.

Alternate assessments measure the educational performance of the small number of students who are unable to take standard MCAS tests due to the complexity and severity of their disabilities. These students participate in MCAS by producing portfolios of their work that are compiled and submitted in the same subjects and grades in which standard MCAS tests are administered. Resource materials and information included in this manual have been developed to assist teachers in conducting these required assessments.

I encourage you to use the process of compiling MCAS-Alt portfolios as an opportunity to identify challenging educational goals for your students, meet important MCAS assessment requirements, and share information about students' progress in meeting their goals. Preliminary results will be posted electronically in June, which will enable you to make important instructional decisions for your students. I recognize the hard work involved in creating these portfolios and acknowledge that this effort is important and worthwhile.

Thank you for participating in this vital component of the Massachusetts Comprehensive Assessment System and providing challenging academic instruction for your students.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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and

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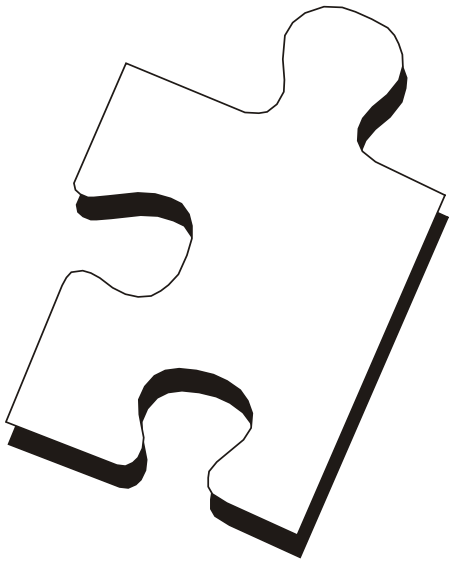

Introduction to the 2014 Educator's Manual for MCAS-Alt

The *2014 Educator's Manual for MCAS-Alt* is intended to guide educators in preparing portfolios for students with significant disabilities who have been designated by their IEP or 504 teams to participate in MCAS-Alt. These students must be assessed in the same academic subjects as their peers who are taking standard MCAS tests. This manual contains all the necessary information, guidance, and forms needed to conduct the 2014 MCAS-Alt and is intended for use in conjunction with the *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* in Mathematics (grades 3–8) and English language arts/literacy (grades 3-10); and the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006) for Mathematics (grade 10 only) and Science and Technology/Engineering(grades 5, 8, and 9/10). Both publications are available on the Department's website at www.doe.mass.edu/mcas/alt/resources.html.

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New and Notable for the 2014 MCAS-Alt

Please be aware of the following important changes and other relevant information for the 2014 MCAS-Alt.

2014 MCAS-Alt Portfolio Submission

Portfolios must be prepared for submission and picked up for delivery from schools no later than **5:00 p.m. on Friday, April 4, 2014.** A completed *MCAS-Alt Student Identification Booklet* (SIB) must be submitted for each student taking the MCAS-Alt. Materials and instructions for the completion and submission of MCAS-Alt portfolios, including three-ring portfolio binders, SIBs, and prepaid shipping materials, will be sent to each school in February 2014, based on the number of requests received from each school in January in the online MCAS Enrollment Verification.

Transition to 2011 Massachusetts Curriculum Frameworks

English Language Arts (ELA)

The 2014 MCAS-Alt will assess students in **grades 3–8** and **10** on the 2011 English language arts and literacy standards listed in the *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* for ELA and Literacy (2013), according to the requirements for students in each grade (see pages 12–18). Current versions of the Resource Guide are available at www.doe.mass.edu/mcas/alt/resources.html

Mathematics

The 2014 MCAS-Alt will assess students in **grades 3–8** on the 2011 Mathematics standards listed in the *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* for Mathematics (2013), according to the requirements for students in each grade (see pages 12–18).

Note: The *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* in Mathematics has been revised since its initial release in 2012; **the revised version must be used as the basis for the 2014 MCAS-Alt**.

The 2014 MCAS-Alt will continue to assess students in **grade 10** on the Mathematics standards listed in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006).

Science and Technology/Engineering (STE)
The 2014 MCAS-Alt will assess students in **grades 5, 8,** and **9/10** on the STE standards listed in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006).

MCAS-Alt High School "Competency Portfolios"
Required Mathematics standards have been cross-referenced with the *2011 Massachusetts Curriculum Frameworks*, and ELA portfolio requirements reflect the terminology used in the 2011 English Language Arts and Literacy standards. The submission requirements for ELA, mathematics, and STE competency portfolios, however, remain substantially the same as they were in 2013 (see pages 22–29).

"Grade-Level" Portfolios
The requirements for "grade-level" portfolios now include the submission of work samples *only*—**no data charts are required—**based on nine specific standards in each grade and subject (see pages 20–21). "Grade-level" portfolios are intended for students in grades 3–8 who are working at grade-level expectations, but require an alternate assessment to demonstrate their knowledge and skills, and who are attempting to earn a score of *Needs Improvement* or higher on the MCAS-Alt. A new Work Description for Grade-Level Portfolio form has been developed and must be completed and attached to each work sample (see page 80).

Ensuring That Portfolios Are Complete
Educators are encouraged to review the section entitled Ensuring That Portfolios Are Complete which describes the steps needed to ensure that portfolios do not receive a score of "M" (missing or insufficient evidence) in a portfolio strand, or an overall score of *Incomplete* in a content area (see pages 35–36).

Storage and Destruction of Student Portfolios
Page 57 provides a summary of the Department's policy on the recommended duration that schools should maintain returned student portfolios and the procedure for either destroying or providing them to parents (or students, if over 18) after the recommended duration. Districts and schools are also reminded that they have an obligation, per the Student Record regulations, to furnish parents with a copy of their child's current portfolio if requested by the parent to do so.

MCAS-Alt Required Forms, Graphs, and Work Description Labels
Teachers are encouraged to use a computer-based application to complete the forms and graphs required for their students' portfolios, which is available at www.doe.mass.edu/mcas/alt/resources.html,. The digital format allows educators to complete these forms on their personal computers and to print them and include them, as appropriate, in each portfolio. The online Forms and Graphs program is available on a password-protected, web page that can be accessed from any computer with internet capability. The current school year version (2013–2014) must be used, since changes have been made. Forms and graphs may also be completed manually, using photocopies of the paper versions found in this manual (see pages 62–89).

MCAS-Alt Score Appeals
A request for an MCAS-Alt Score Appeal may be submitted if a teacher or administrator believes a discrepancy exists between the actual evidence in the portfolio and the reported score. In order to file a score appeal, the school must have retained a photocopy of the portfolio in question. Score appeals may be submitted anytime after preliminary MCAS scores are posted in mid-June and before 5:00 p.m. on Friday, June 27, 2014. Information on submitting MCAS-Alt score appeals is available at www.doe.mass.edu/mcas/alt/results.html.

Massachusetts Comprehensive Assessment System (MCAS)

A. Overview

The Massachusetts Comprehensive Assessment System (MCAS) is the state's testing program for students, which is implemented in response to the Education Reform Law of 1993. Statewide assessments, along with other components of education reform, are designed to strengthen public education in Massachusetts and ensure that all students receive challenging instruction based on the standards in the Massachusetts curriculum frameworks. The curriculum for all students, including students with disabilities, must be aligned with these standards. MCAS is designed to improve teaching and learning; serve as the basis, with other indicators, for school and district accountability; and certify that students have met the Competency Determination standard in order to graduate from high school.

B. Participation in MCAS by Students with Disabilities

Definition of a Student with a Disability
For the purposes of MCAS, a student with a disability is defined as having an Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Improvement Act of 2004 and Massachusetts General Law, Chapter 71B, or a plan provided under Section 504 of the Rehabilitation Act of 1973.

Legal Requirements
The Massachusetts Education Reform Law of 1993, the Individuals with Disabilities Education Improvement Act of 2004, and the No Child Left Behind law (2001) require full participation by students with disabilities in state and district assessments and require that all Massachusetts students whose education is publicly funded, even those with significant disabilities, receive instruction that is aligned with the skills, concepts, and knowledge supported by the standards in the Massachusetts curriculum frameworks. Lawmakers recognize that students with disabilities are more likely to be provided equal access to resources and learning opportunities if their academic assessments are based on the same standards as those of non-disabled students, and if these students are included in school and district accountability.

All students in publicly funded programs, including students with disabilities, must participate in MCAS, including students who are enrolled in the following educational programs:

- public schools, including charter schools
- educational collaboratives
- approved and unapproved special education private schools, both in and outside the state
- institutional programs
- programs operated by the Department of Youth Services and the Department of Children and Families
- home and hospital tutoring programs funded by a district

Students with disabilities must participate in one of the following assessments as determined by their IEP Team or 504 team:

- standard MCAS tests without accommodations
- standard MCAS tests with appropriate and necessary accommodations
- MCAS Alternate Assessment (MCAS-Alt)

MCAS Alternate Assessment (MCAS-Alt)

A. Overview

The MCAS-Alt consists of a portfolio of authentic evidence collected during the school year that documents the student's performance of the skills, knowledge, and concepts outlined in the state's curriculum frameworks. Alternate assessments allow the Massachusetts Department of Elementary and Secondary Education to report results to parents, schools, and the public on the academic performance of *all* students with disabilities, and to assist schools in developing challenging programs of instruction for students with significant disabilities.

The Department's publication entitled *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* describes strategies for adapting and using the state's standards to instruct and assess students who are taking the MCAS-Alt.

The purposes of MCAS-Alt are:

- to determine whether students with significant disabilities are receiving a program of instruction based on the state's academic standards
- to determine how much of the academic curriculum a student has learned
- to use assessment results to provide challenging academic instruction
- to include difficult-to-assess students in statewide assessment and accountability systems
- to provide an alternative pathway for some students with disabilities to earn a Competency Determination and to become eligible to receive a diploma

B. Requirements for 2014 MCAS-Alt Portfolios

MCAS-Alt assessments are required in all grades and subjects for which standard MCAS tests are administered. MCAS-Alt portfolios must be based on the grade in which the student is reported in the Student Information Management System (SIMS). Specific MCAS-Alt requirements for students in each grade are listed beginning on page 13.

Most Massachusetts schools have already transitioned to the *2011 Massachusetts Curriculum Frameworks* (based on the Common Core State Standards). For MCAS-Alt portfolios submitted in the 2013-2014 school year. Students in grades 3-8 will submit evidence based on the *2011 Massachusetts Curriculum Framework* in Mathematics; and students in grades 3-10 will submit evidence based on the *2011 Massachusetts Curriculum Framework* in English language arts/literacy. Evidence in portfolios for high school mathematics and for science and technology/engineering (for students in grade 5, 8, and 9 or 10) must be based on the standards outlined in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006).

C. Submission Deadline and Return of Portfolios to Schools

The classroom teacher of the student designated for participation in the MCAS-Alt has the primary responsibility for completing the portfolio in the subject(s) scheduled for statewide assessment. Portfolios must be submitted to the Department in a three-ring binder using prepaid shipping and handling materials provided to each school for this purpose, postmarked no later than **April 4, 2014**. Portfolios postmarked after this date may not be scored. Materials for the submission of portfolios are sent to schools in late February based on information provided by each school in the online MCAS Enrollment Verification in January. Parents must be notified in March of the opportunity to view their child's portfolio and sign the *Verification Form*. Scored portfolios will be returned to schools in September and must be stored in a secure location, according to the guidelines provided in the Policy on Storage and Destruction of Returned MCAS-Alt Portfolios in the following section.

Suggested TIMELINE for MCAS-Alt Activities in 2013–2014

Fall 2013

September
– IEP or 504 teams identify students who will participate in MCAS-Alt in each subject.
– teachers organize folders by subject/strand in which to store work samples and data charts.

October
– attend a Department-sponsored **MCAS-Alt training session**
– review materials and information from training session
– review each student's educational goals, identify measurable outcomes, and plan instruction based on the *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* (for Mathematics grades 3-8 and ELA), and the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2006)* (for Mathematics grade 10 and Science and Technology/Engineering)
– register online for web-based *MCAS-Alt Forms and Graphs* application at www.doe.mass.edu/mcas/alt/resources.html
– prepare data charts for the collection of data on student performance
– begin collecting work samples and recording baseline data for each measurable outcome in content areas being assessed

Nov./Dec.
– obtain signed *Consent Form*(s) *to Photograph or Audio/Videotape Student,* if needed
– collect work samples, data, and other evidence of student performance
– make instructional decisions based on data collection
– **principals:** identify other adults in the school or district to assist the lead teacher in developing the portfolio
– identify a training specialist or expert teacher in the school/district to answer questions
– monitor ongoing portfolio compilation
– assess need for additional training of teachers; contact the Department, if necessary

Winter/Spring 2014

Jan./Feb.
– continue saving student work and recording instructional data for the portfolio
– attend a Department-sponsored regional **portfolio review session**
– **principals:** order MCAS-Alt binders and submission materials for the school through the MCAS Online Enrollment Survey

March
– finish collecting, selecting (with the student), labeling, and organizing portfolio evidence; complete all required forms
– attend a Department-sponsored regional **portfolio review session**
– edit videos, as needed, and copy onto CD, DVD, or flash drive and label all materials
– invite parents to view portfolio(s) by end of month and sign Verification Form
– review portfolios for completeness; complete Student Information Booklet (SIB)
– **principals:** complete online Principal's Certification of Proper MCAS-Alt Administration
– schedule pickup of completed portfolios through MCAS Service Center by Friday, **March 29**

April
–ship all MCAS-Alt portfolios from school by **5:00 p.m., Friday, April 4**

June
– preliminary results reported electronically to schools and districts in mid-June
– MCAS-Alt Score Appeals due by **5:00 p.m., June 27**

September
– *MCAS-Alt Parent/Guardian Reports* and scored portfolios sent to districts

MCAS-Alt Security Requirements

Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the *2014 Educator's Manual for MCAS-Alt*. In addition, other administrators, educators, and staff within the school are responsible for complying with the same requirements. School staff members that violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt Security Requirements is to protect the validity of Massachusetts Comprehensive Assessment System (MCAS) results.

The MCAS-Alt, if done correctly, provides educators, parents, and the state with information on the academic performance and progress of each student, and can be used by the IEP team to identify challenging academic goals for each student. Therefore, it is essential that accurate and authentic portfolio evidence be compiled and submitted that truly reflects the student's performance.

A. Educator's Responsibilities for Conducting the MCAS-Alt

Educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt and is properly recorded on all MCAS-Alt forms and materials, including the Student Information Booklet (SIB) and student portfolios. Educators are also responsible for ensuring that student work and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately. Evidence for each student, *regardless* of the similarity of classroom instruction or participation in similar classroom activities, must reflect the student's authentic abilities and performance. Finally, educators are responsible for the timely submission of student portfolios with all required forms and information to their principal for review and sign-off on the *Principal's Certification of Proper MCAS-Alt Administration* (PCPA) prior to shipment of portfolios to the Department.

Intentional disregard for MCAS testing and security protocols may constitute gross misconduct or other good cause for which an educator may face license discipline under Department regulations. If misconduct by a licensed educator is suspected or found, the Commissioner, as the Massachusetts educator licensing authority, may open a further investigation into possible license consequences. Penalties for testing irregularities and/or misconduct may include the following:

- delay in reporting of district, school, and/or student results
- invalidation of district, school, and/or student results
- removal of school personnel from any future role in MCAS and/or MCAS-Alt administrations
- possible employment and/or license consequences for licensed educators

B. Principals' Responsibilities for Proper Administration of MCAS-Alt

Principals are responsible for the proper administration of the MCAS-Alt for students with disabilities who have been identified for participation in alternate assessment by their IEP Team or 504 team and are attending their school or program.

Principals' responsibilities include the following:

- Ensure that all students with disabilities participate in MCAS in the manner prescribed by their IEP team or 504 team and in accordance with participation requirements
- Monitor the alternate assessment process to ensure the student work is neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately

- Ensure that adequate school resources are allocated, and staff coordinated, to guarantee appropriate participation in, and timely submission of MCAS-Alt portfolios for students with disabilities designated for alternate assessment
- Provide assurances through the PCPA that all information is complete and accurate for each student participating in MCAS-Alt and is properly identified on all MCAS and MCAS-Alt forms and materials, including MCAS-Alt *Student Identification Booklets (SIB)* and student portfolios
- Schedule a pick-up through the MCAS Service Center by Friday, March 29 for pick-up no later than **Friday, April 4, 2014**

Principals are responsible for identifying qualified school personnel to administer the MCAS-Alt and for ensuring that all MCAS-Alt administrators, regardless of any past experience conducting similar assessments, receive training prior to each administration during which they will administer the MCAS-Alt.

C. Reporting MCAS-Alt Irregularities

To report irregularities in the administration of the MCAS-Alt, principals or superintendents must contact the Department of Elementary and Secondary Education at 781-338-3625. In cases where it is alleged that an MCAS-Alt administration was compromised, the Commissioner will write to the superintendent requesting a local fact-finding investigation into the alleged irregularity and a written report based on the results of the investigation within an established timeline.

After receiving the superintendent's written investigative report, the Commissioner may request that the superintendent provide additional information or documentation prior to making a final determination on the matter and notifying the superintendent of this determination. All such correspondence is subject to disclosure under Massachusetts public records law.

Guidelines for IEP Team Decision-Making: Which Students Should Take the MCAS-Alt?

A. MCAS Participation Guidelines

The decision as to whether a student will participate in an alternate assessment is made annually and in each subject by the student's IEP or 504 team.IEP and 504 teams should use the following guidelines at annual team meetings to determine how each student with a disability will participate in MCAS.

The student's IEP or 504 team should begin by asking the following questions and considering options 1, 2, and 3 in the chart that follows:

- Can the student take the standard MCAS test under routine conditions?
- Can the student take the standard MCAS test with accommodations? If so, which accommodations are necessary in order for the student to participate?
- Does the student require an alternate assessment? (Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.)

The student's IEP or 504 team must make a separate decision for each subject scheduled for testing. A student may take the standard test in one subject and the alternate assessment in another. These assessment decisions should be reviewed, and may be revised, each time the team meets.

Characteristics of Student's Instructional Program and Local Assessment	Recommended Participation in MCAS
OPTION 1	
If the student is a) generally able to demonstrate knowledge and skills on a paper-and-pencil test, either with or without test accommodations; ***and*** is b) working on standards **at or near grade-level expectations**; ***or*** is c) working on standards that have been modified and are **somewhat below grade-level expectations** due to the nature of the student's disability,	***Then*** The student should take the **standard MCAS test**, either under routine conditions or with accommodations that are consistent with the instructional accommodation(s) used in the student's educational program (according to the Department's accommodations policy available at www.doe.mass.edu/mcas/participation/sped.doc) and that are documented in an approved IEP or 504 plan prior to testing.

Characteristics of Student's Instructional Program and Local Assessment	Recommended Participation in MCAS
OPTION 2	
If the student is a) **generally unable** to demonstrate knowledge and skills on a paper-and-pencil test, even with accommodations; ***and*** is b) working on standards that have been **substantially modified** due to the nature and severity of his or her disability; ***and*** is c) receiving **intensive, individualized instruction** in order to acquire, generalize, and demonstrate knowledge and skills,	***Then*** The student should take the **MCAS Alternate Assessment** (MCAS-Alt) in this subject.
OPTION 3	
If the student is a) working on standards **at or near grade-level expectations**; ***and*** is b) **sometimes able** to take a paper-and-pencil test, either without accommodations, or with one or more test accommodation(s); ***but*** c) has a **complex and significant disability** that does not allow the student to fully demonstrate knowledge and skills on a test of this format and duration, (Examples of complex and significant disabilities for which the student may require an alternate assessment are provided on the following page.)	***Then*** The student should take the **standard MCAS test**, if possible, with necessary accommodations that are generally consistent with the instructional accommodation(s) used in the student's instructional program (according to the Department's accommodations policy) and that are documented in an approved IEP or 504 plan prior to testing. ***However*** The team may recommend the **MCAS-Alt when** the severity and complexity of the disability prevent the student from fully demonstrating knowledge and skills on the standard test, even with the use of accommodations. In these cases, the MCAS-Alt "grade-level" or "competency" portfolio should be compiled and submitted, depending on the grade of the student.

B. Students with Complex and Significant Disabilities for Whom an Alternate Assessment May Be Required (Option 3)

While the majority of students who take alternate assessments have significant *cognitive* disabilities, participation in the MCAS-Alt is not limited to these students. When the nature and complexity of a student's disability present significant barriers or challenges to standardized testing, even with the use of accommodations, and even when the student may be working at or near grade-level expectations, the student's IEP or 504 team may determine that the student should take the MCAS-Alt in that subject.

In addition to the criteria outlined in Options 2 and 3 on the previous page for students who should be considered for the MCAS-Alt, the following examples of unique circumstances are provided to expand the team's understanding of the appropriate use of alternate assessments. An alternate assessment may be advisable, for example, in each of the following circumstances:

- A student with a severe emotional, behavioral, or other disability is unable to maintain sufficient concentration to participate in standard testing, even with test accommodations.
- A student with a severe health-related disability, neurological disorder, or other disability is unable to meet the demands of a prolonged test administration.
- A student with a severe motor, communication, or other disability requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student cannot complete one full test session in a school day).

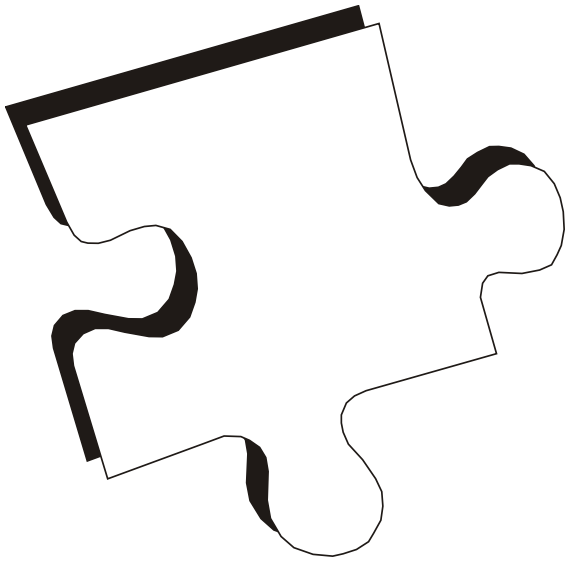
Students in grades 3-8 may submit a "grade-level" portfolio to document that they are addressing standards at grade-level expectations (see pages 20-21)**.**

High school students taking the MCAS-Alt may use this assessment to satisfy the CD requirement if they can demonstrate in their portfolio a level of achievement comparable to that of a student who has met the CD requirements by taking the standard high school test or retest in that subject. Students who meet these requirements on the MCAS-Alt by submitting a "competency" portfolio will be eligible to earn the CD.

Details on "grade-level" and "competency" portfolios are available on pages 22–29.

PART II

Required Assessments in Each Grade



Required Assessments for Each Grade

Table 1 shows the version of the *Resource Guide for Students with Disabilities* that must be used to assess students in each grade on the 2014 MCAS-Alt. This table reflects the transition to the *2011 Massachusetts Curriculum Frameworks* for ELA and mathematics, which incorporates the Common Core State Standards (CCSS), plus a small number of unique Massachusetts standards.

Table 1
Standards Assessed on the 2014 MCAS-Alt

Content Area Assessed on 2014 MCAS-Alt	Grade	Based on *Resource Guide for Students with Disabilities*
English Language Arts (ELA)	3-8, 10	*Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities (2013)*
Mathematics	3-8	*Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities (2013)*
	10	*Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2006)*
Science and Technology/ Engineering	5, 8, and 9 or 10	*Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2006)*

The information in Table 2 below and on the following pages outlines the minimum assessment requirements in each grade for students participating in the 2014 MCAS-Alt.

Table 2
Requirements by Grade for the 2014 MCAS Alternate Assessment

Grade 3

ELA	Required Portfolio Evidence
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, or • Informational Text	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Mathematics	**Required Portfolio Evidence**
Operations and Algebraic Thinking (OA)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Operations and Algebraic Thinking • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Measurement and Data (MD)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Measurement and Data • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

Grade 4

ELA	Required Portfolio Evidence
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, or • Informational Text	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Writing	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Writing standard • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart **Note:** Use of a scoring rubric is encouraged for writing, which should be submitted with the portfolio.
Mathematics	**Required Portfolio Evidence**
Operations and Algebraic Thinking (OA)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Operations and Algebraic Thinking • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Number and Operations–Fractions (NF)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Number and Operations–Fractions • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

Grade 5

ELA	**Required Portfolio Evidence**
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, or • Informational Text	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Mathematics	**Required Portfolio Evidence**
Number and Operations in Base Ten (NBT)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Number and Operations in Base Ten • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Number and Operations–Fractions (NF)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Number and Operations–Fractions • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Science and Technology/ Engineering	**Required Portfolio Evidence** Evidence may be compiled over two consecutive school years in this subject (7/1/12–4/3/14)
Any <u>three</u> of the four Science and Technology/ Engineering strands	In <u>each</u> of the three selected strands: • One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in the selected Science and Technology/Engineering strand • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

Grade 6

ELA	**Required Portfolio Evidence**
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, or • Literacy in History/Social Studies	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Mathematics	**Required Portfolio Evidence**
Ratios and Proportional Relationships (RP)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Ratios and Proportional Relationships • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
The Number System (NS)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in The Number System • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

Grade 7

ELA	**Required Portfolio Evidence**
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, or • Literacy in History/Social Studies	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Writing	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Writing standard • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart **Note:** Use of a scoring rubric is encouraged for writing, which should be submitted with the portfolio.
Mathematics	**Required Portfolio Evidence**
Ratios and Proportional Relationships (RP)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Ratios and Proportional Relationships • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Geometry (G)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Geometry • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

Grade 8

ELA	**Required Portfolio Evidence**
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, or • Literacy in History/Social Studies	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Mathematics	**Required Portfolio Evidence**
Expressions and Equations (EE)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Expressions and Equations • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Geometry (G)	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in Geometry • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Science and Technology/ Engineering	**Required Portfolio Evidence** Evidence may be compiled over two consecutive school years in this subject (7/1/12–4/3/14)
Any <u>three</u> of the four Science and Technology/ Engineering strands	In <u>each</u> of the three selected strands: • One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in the selected Science and Technology/Engineering strand • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

High School: Grade 10

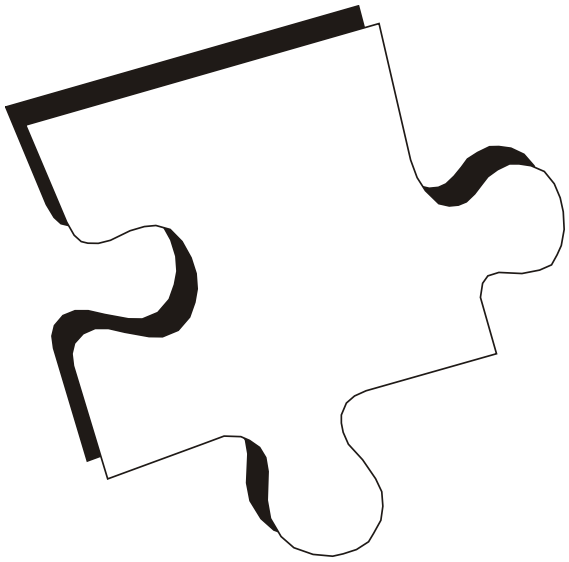
ELA	**Required Portfolio Evidence**
Language Standards: • L.4, L.5, or L.6	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in *Vocabulary Acquisition and Use* • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Reading Standards in: • Literature, • Informational Text, • Literacy in Science and Technical Subjects, or • Literacy in History/Social Studies	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Reading standard. (See ELA Resource Guide, page 5, for definition of **Text Comprehension**.) • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart
Writing	• One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** Writing standard • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart **Note:** Use of a scoring rubric is encouraged for writing, which should be submitted with the portfolio.
Mathematics	**Required Portfolio Evidence**
Any three Mathematics strands in the Resource Guide (2006): • Number Sense and Operations • Data Analysis, Statistics, and Probability • Measurement • Geometry • Patterns, Relations, and Algebra	For **each** of the three selected strands: • One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on **any** standard in the selected Mathematics strand • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

High School: Grade 9/10
(The Science and Technology/Engineering portfolio may be submitted *either* in grade 9 or 10.)

Science and Technology/ Engineering	**Required Portfolio Evidence** Evidence may be compiled over two consecutive school years in this subject (7/1/12–4/3/14)
Any three standards in **one** of the following disciplines: • Biology • Chemistry • Introductory Physics • Technology/Engineering	For **each** of the three selected standards: • One data chart measuring the student's performance of **one targeted skill** on at least eight different dates, based on one standard in the discipline • Two additional pieces of primary evidence showing the student's performance of the same targeted skill identified on the data chart

PART III

Portfolios for Students Who Are Achieving At Grade-Level



MCAS-Alt Grade-Level Portfolios for Students in Grades 3–8

A. Background

Grade-level portfolios should be submitted for the relatively small number of students who address standards *at or near grade-level expectations,* but who are unable to participate in standard MCAS tests even with the use of accommodations due to the nature and severity of their disabilities. See the section on MCAS Participation Guidelines (pages 8-9) for a description of the students who should be considered for the Grade-Level MCAS-Alt, under "Option 3." The Department strongly encourages collaboration between general and special educators in the creation of grade-level portfolios.

B. Requirements to Score *Needs Improvement* or Higher

Students who submit grade-level portfolios are eligible to earn a score of *Needs Improvement*, *Proficient*, or *Advanced* when they have independently demonstrated the grade-level knowledge and skills described in each assessed standard in their grade.

NEW for 2014 **For the "grade-level" portfolio, only work samples should be submitted; data charts are no longer required. Multiple work samples must be included for each standard** that together are sufficient to document that the student has learned all aspects of each selected standard. It is preferable to submit work samples that show evidence of the student's independent problem-solving and thinking, rather than showing the student's work on selecting multiple-choice responses or completing worksheets. The portfolio should include, as appropriate, all outlines and drafts by the student, and any scoring rubrics, graphic organizers, and tools used by the student.

A completed Work Description for "Grade-Level" Portfolio form (see page 80) must be attached to each work sample

The requirements for "grade-level" portfolios in each grade and subject are described in Table 3 below, including required content areas, strands, and standards.

Table 3
"Grade-Level" Portfolio Requirements in Each Grade and Content Area

Student's Grade	"Grade-Level" Portfolio Content Area		
	ELA A total of nine standards selected by the teacher, as follows:	**Mathematics** A total of nine standards selected by the teacher, as follows:	**Science and Technology/Engineering** A total of nine standards selected by the teacher, as follows:
3	• Any three Language standards in **Vocabulary Acquisition and Use** • Any three Reading standards for **Literature** • Any three Reading standards in **Informational Text**	• Any three standards in **Operations and Algebraic Thinking** • Any three standards in **Measurement and Data** • Any three standards in **Number and Operations–Fractions**	N/A
4	• Any three Language standards in **Vocabulary Acquisition and Use** • Any three Reading standards	• Any three standards in **Operations and Algebraic Thinking** • Any three standards in	N/A

	in either **Literature or Informational Text** • Any <u>three</u> **Writing** standards (include rubric, if used)	**Number and Operations–Fractions** • Any <u>three</u> standards in **Number and Operations in Base Ten**	
5	• Any <u>three</u> Language standards in **Vocabulary Acquisition and Use** • Any <u>three</u> Reading standards in **Literature** • Any <u>three</u> Reading standards in **Informational Text**	• Any <u>three</u> standards in **Number and Operations in Base Ten** • Any <u>three</u> standards in **Number and Operations–Fractions** • Any <u>three</u> standards in **Measurement and Data**	• Any <u>three</u> standards in each of **three different** STE strands selected by the teacher: o Earth and Space Science o Life Science o Physical Science o Technology/Engineering (Select a total of three standards in each of three strands.)
6	• Any <u>three</u> Language standards in **Vocabulary Acquisition and Use** • Any <u>three</u> Reading standards in **Literature** • Any <u>three</u> Reading standards in either: o Informational Text o Literacy in Science and Technical Subjects o Literacy in History/Social Studies	• Any <u>three</u> standards in **Ratios and Proportional Relationships** • Any <u>three</u> standards in **The Number System** • Any <u>three</u> standards in **Geometry**	N/A
7	• Any <u>three</u> Language standards in **Vocabulary Acquisition and Use** • Any <u>three</u> Reading standards in either: o Literature o Informational Text o Literacy in Science and Technical Subjects o Literacy in History/Social Studies Literature or Informational Text • Any <u>three</u> Writing standards (include rubric, if used)	• Any <u>three</u> standards in **Ratios and Proportional Relationships** • Any <u>three</u> standards in **Geometry** • Any <u>three</u> standards in **Expressions and Equations**	N/A
8	• Any <u>three</u> Language standards in **Vocabulary Acquisition and Use** • Any <u>three</u> Reading standards in **Literature** • Any <u>three</u> Reading standards in either: o Informational Text o Literacy in Science and Technical Subjects o Literacy in History/Social Studies	• Any <u>three</u> standards in **Expressions and Equations** • Any <u>three</u> standards in G**eometry** • Any <u>three</u> standards in **Functions**	• Any <u>three</u> standards in each of **three different** STE strands selected by the teacher: o Earth and Space Science o Life Science o Physical Science o Technology/Engineering (Select a total of three standards in each of three strands.)

Competency Portfolios to Meet the High School CD Requirement

A. General Requirements to Earn a Competency Determination in Each Subject

When the IEP or 504 team determines that a student taking an alternate assessment may be able to earn a Competency Determination (CD) in a subject, a competency portfolio must be submitted. The Department strongly encourages collaboration between general and special educators on the development of these portfolios. If the student is able to demonstrate a level of performance **comparable to** or higher than that of a student who has scored *Needs Improvement* on the high school MCAS tests in English Language Arts (ELA), Mathematics, and Science and Technology/ Engineering (STE), the student will be awarded a CD in that subject. The requirements for compiling and submitting the competency portfolio follow:

In order to earn a CD in a content area, a student portfolio must be submitted that

1. reflects a performance that is equivalent to or higher than a student who has received a score of *Needs Improvement* in the high school ELA, Mathematics, and/or STE MCAS test;
2. demonstrates that the student has *independently* addressed *all* required standards and strands in the subject being assessed, as described in the portfolio requirements for ELA, Mathematics, and/or STE;
3. includes work samples compiled under the direct supervision of staff in the district, collaborative, or approved private special education school submitting the appeal

Content experts will review each competency portfolio and make individual determinations in each subject. Each work sample must be accompanied by a 2014 High School Competency Portfolio Work Description found in the Product Description Labels/Blank Data Charts section of this manual (see pages 81-86).

Students who earn a score of *Needs Improvement* in ELA and Mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP) in order to be eligible for a diploma. Additional information on EPPs is available on the Department's website at www.doe.mass.edu/ccr/epp/.

B. Resubmitting Competency Portfolios Beyond Grade 10 for the Competency Determination

There is no requirement to resubmit an alternate assessment portfolio beyond grade 10 unless the IEP or 504 plan team has determined that the student is working at or close to a grade 10 level of performance and may be able to earn a CD in one or more subjects.

Students who have already submitted alternate assessments for competency, but scored below *Needs Improvement* in grade 10 ELA, Mathematics, and high school STE may resubmit their portfolios in the spring of each successive school year by providing *additional* clearly-labeled work samples in each subject. Portfolios may include evidence produced and accumulated over multiple years of high school, and may be resubmitted annually until such time as the student has earned an achievement level of *Needs Improvement* or higher. **Data charts like those required in other MCAS-Alt portfolios are *not* required in competency portfolios.**

Students who are submitting portfolios with the intention of earning a CD must submit a competency portfolio by **Friday, April 4, 2014,** the deadline for submitting all other alternate assessment portfolios. Rosters of results for students in grade 12 will be provided to schools and districts before the end of

May. Students in grade 12 will have an additional opportunity to submit an MCAS-Alt competency portfolio by **Friday, June 27, 2014,** for which notification of results will be given in early August. The decision to resubmit a student's portfolio must be documented in the student's IEP or 504 plan.

C. Requirements to Earn a Competency Determination

ENGLISH LANGUAGE ARTS (ELA) high school portfolios must include the following components at minimum, to be considered for a Competency Determination:

- **FIVE essays with all drafts and revisions**.
- **Multiple drafts** of each essay must be submitted that indicate a progression of the student's thinking in each successive draft. Each draft must:
  - be clearly identified on the first page with a title, the student's name, and the date on which it was completed
  - include a completed ELA High School Competency Portfolio Work Description attached to each draft
  - show independent edits *by the student*, with meaningful revisions incorporated into subsequent drafts; drafts must be written in the words of the student, not rewritten by the teacher
  - include a clear indication of the *type(s) and frequency of assistance* provided to the student by the teacher, either written directly on each draft or described on the ELA High School Competency Portfolio Work Description
  - include original student work, not photocopies
  - do not include multiple-choice worksheets, short-answer tests, quizzes, or plot summaries.

An ELA portfolio may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

Note: The Department's transition to the *2011 Curriculum Frameworks* for English language arts and literacy will result in changes to the Competency Determination requirements in the future. In the meantime, the **2014 ELA competency portfolios will maintain the same content requirements as before**, but reflect the cluster headings and terminology used in the *2011 Massachusetts Curriculum Framework* for ELA and Literacy.

ENGLISH LANGUAGE ARTS	ELA high school portfolios must include the following:
Language	Evidence that the student understands and is independently able to analyze and appropriately apply • **Conventions of Standard English** grammar and usage, including punctuation, capitalization, and spelling • **Knowledge of Language**, including making effective choices for meaning or style, and appropriate application in different contexts • **Vocabulary Acquisition and Use**, including the use of grade-appropriate general academic and domain-specific words; and literal/figurative language Evidence in the Language strand may be provided either in separate work samples or incorporated into the **five required writing samples** described below.

Reading	**Three essays, including all drafts, based on grade 10 texts** in which the student analyzes, interprets, compares and contrasts, and/or discusses the meaning of 1. an **informational text** (including literary nonfiction), 2. a work of **fiction,** and 3. a work of either **poetry or drama**
Writing	**Two essays, including all drafts, based on grade 10 texts** that demonstrate original thinking and independent editing through several drafts, in which the student produces 4. an analysis of a **theme** in literature appropriate to a student in grade 10 5. either a **narrative** based on real or imagined events or experiences (creative); an **argument** to support a claim (persuasive); or an **informational/expository text** that conveys ideas and information on a topic of the student's own choosing

MATHEMATICS high school portfolios must include the following, at minimum, to be considered for the Competency Determination:

- at least **four examples** or problems solved correctly by the student that demonstrate **all aspects** of each required learning standard. Additional examples of work in each standard are strongly encouraged.
- a completed Mathematics High School Competency Portfolio Work Description attached to each work sample
- a **score** (percent accuracy) given by the teacher for each work sample, with incorrect answers clearly marked
- work samples produced as independently as possible by the student; corrections made by the teacher may not be submitted as the student's own work
- written evidence of the student's thinking and problem-solving, indicating the process and all steps used to solve each problem
- a clear indication of the type(s) and frequency of assistance provided to the student by the teacher (i.e., percent independence and any accommodations used by the student), provided on the Mathematics High School Competency Portfolio Work Description
- original student work, not photocopies
- submission of multiple-choice, matching, and fill-in-the-blank worksheets is **strongly discouraged**.

Mathematics portfolios may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

Note: The Department's transition to the *2011 Curriculum Frameworks* for Mathematics will result in changes to the Competency Determination requirements in the future. However, for the spring 2014 grade 10 mathematics MCAS tests, students will only be responsible for content in the standards from the 2011 mathematics framework that matches content in the grade 9-10 standards from the 2000 mathematics framework. Therefore, the **content required in the student work samples continues to reflect the descriptions from the 2000 frameworks**, and as before, must be at a comparable level to a student who has scored at least *Needs Improvement* on the grade 10 MCAS Mathematics test or retest.

In the tables below, the content requirements from the 2000 frameworks are cross-referenced with the 2011 mathematics standards. The degree to which standards match between the 2000 and 2011 frameworks can vary and is not always exact. For example, in some cases the content found in a single standard from the 2000 framework is found in multiple standards in the 2011 framework. In other cases, the content found in a grade 10 standard from the 2000 framework is found only in a standard in an earlier grade in the 2011 framework. This occurs because some of the 2000 grade 10 standards contain

content that is introduced at earlier grades in the 2011 framework, and is not repeated in the 2011 high school standards. As a result, the tables below do not show a one-to-one correlation between the 2000 and 2011 standards, and contain some grade 5-8 standards from the 2011 mathematics framework.

Number Sense and Operations (2011 Conceptual Category: Number and Quantity)
At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	**Competency Portfolio Requirements** (from the 2000 Curriculum Frameworks)
7.NS.A.3 7.EE.B.3 8.EE.A.2 HSN-RN.A.2	**10.N.1**	Identify and use the properties of operations on real numbers, including the **associative**, **commutative**, and **distributive** properties [do not simply define these properties; show how they are applied and demonstrate that students can identify each property; e.g., use the distributive property to multiply 7(23)=7(20+3)=7(20)+7(3)=140+21=161]; the existence of the identity and inverse elements for addition and multiplication; the existence of **nth roots** of positive real numbers for any positive integer n; and the inverse relationship between taking the nth root of and the **nth power** of a positive real number.
6.EE.A.2 7.NS.A.3 8.EE.A.1	**10.N.2**	Simplify numerical expressions, including those involving positive integer exponents or the absolute value [e.g., $3(2^4 - 1) = 45$; $4\|3 - 5\| + 6 = 14$]; apply such simplifications in the solution of problems. [Note: Both exponents and absolute value must be shown.]

Patterns, Relations, and Algebra (2011 Conceptual Categories: Algebra and Functions)
At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	**Competency Portfolio Requirements** (from the 2000 Curriculum Frameworks)
8.F.B.4 HSA-CED.A.2 HSF-IF.B.4 HSF-IF.C.8	**10.P.2**	Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line (e.g., by using the "point-slope" or "slope y-intercept" formulas). Explain the significance of a positive, negative, zero, or undefined slope.
8.EE.A.1 HSA-APR.A.1 HSA-SSE.A.2	**10.P.4**	Demonstrate facility in symbolic **manipulation** of polynomial and rational expressions by **rearranging** and **collecting terms**; **factoring** [e.g., $a^2 - b^2 = (a + b)(a - b)$; $x^2 + 10x + 21 = (x + 3)(x + 7)$; $5x^4 + 10x^3 - 5x^2 = 5x^2 (x^2 + 2x - 1)$]; **identifying and canceling common factors** in rational expressions; and applying the properties of positive integer exponents. [This standard does **not** include simple addition, subtraction, and multiplication of polynomials, as covered in 10.P.3.]
HSA-REI.B.4	**10.P.5**	Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods. [Note: In order to demonstrate an understanding of equivalence of the methods, at least two methods must be shown for the same equation.]
HSA-CED.A.1 HSA-CED.A.2 HSF-LE.A.1 HSF-LE.A.2	**10.P.7**	Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest [i.e., exponential], and direct [i.e., linear] and

HSF-IF.B.4		inverse [i.e., reciprocal] variation problems. Use technology when appropriate.

Geometry (2011 Conceptual Category: Geometry)
At least four examples solved correctly by the student must be submitted that show *each aspect* of **any three** 2000 **standards** identified below.

2011 Standards	**2000 Standards**	**Competency Portfolio Requirements** (from the 2000 Curriculum Frameworks)
5.G.B.4 8.G.A.2	**10.G.1**	Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.
HSG-CO.D.12	**10.G.2**	Draw congruent and similar figures using a compass, straightedge, protractor, and other tools such as computer software. Make conjectures about methods of construction. Justify the conjectures by logical arguments.
8.G.A.5 HSG-C.A.2	**10.G.3**	Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.
HSG-SRT.A.2 HSG-SRT.B.5	**10.G.4**	Apply congruence and similarity correspondences (e.g., $\Delta ABC \cong \Delta XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.
8.G.A.5 HSG-SRT.C.8	**10.G.5**	Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean theorem. [Note: both must be shown.]
HSG-SRT.B.5 HSG-SRT.C.6	**10.G.6**	Use the properties of special triangles (e.g., isosceles, equilateral, 30º-60º-90º, 45º-45º-90º) to solve problems. [Note: must show at least 30º-60º-90º and 45º-45º-90º.]
8.F.B.4 8.G.B.8 HSG-GPE.B.4 HSG-GPE.B.6	**10.G.7**	Using rectangular coordinates, calculate midpoints of segments, slopes of lines and segments, and distances between two points, and apply the results to the solutions of problems.
HSG-GPE.5	**10.G.8**	Find linear equations that represent lines either perpendicular or parallel to a given line and through a point, e.g., by using the "point-slope" form of the equation.
HSG-CO.2 HSG-CO.3 HSG-CO.5 HSG-CO.6 HSG-SRT.1	**10.G.9**	Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.
7.G.3	**10.G.10**	Demonstrate the ability to visualize solid objects and recognize their projections and cross sections.

Measurement (2011 Conceptual Category: Geometry)
At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	**Competency Portfolio Requirements** (from the 2000 Curriculum Frameworks)
7.G.4 7.G.6 HSG-GPE.7	**10.M.1**	Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles. [Note: Include a variety of figures.]
7.G.6 7.G.B.7 HSG-GMD.3	**10.M.2**	Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. [Note: All of the above must be shown for all three-dimensional forms listed.]
7.G.4 7.G.6 7.G.B.7 HSG-GMD.3	**10.M.3**	Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing radius or height of a cylinder affects its surface area or volume.

Data, Statistics, and Probability (2011 Conceptual Category: Statistics and Probability)
At least four examples solved correctly by the student must be submitted that show *each aspect* of the 2000 standards identified below.

2011 Standards	2000 Standards	**Competency Portfolio Requirements** (from the 2000 Curriculum Frameworks)
6.SP.4.MA.4c 6.SP.5 HSS-ID.1 HSS-ID.2 HSS-ID.3 HSS-ID.5 HSS-ID.6 HSS-ID.7	**10.D.1**	Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, box-and-whisker plot, circle graph, line graph, line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, mode) to communicate information about the data. Use these notions to compare different sets of data.
HSS-ID.6	**10.D.2**	Approximate a line of best fit (i.e., **draw a trend line**) given a set of data (e.g., scatter plot). Use technology when appropriate. [Note: One trend line is sufficient.]

HIGH SCHOOL SCIENCE AND TECHNOLOGY/ENGINEERING –Portfolios submitted for the CD in STE must reflect the *Massachusetts Science and Technology/Engineering High School Standards* (January 2006).

Portfolios may be submitted *either* in grade 9 or 10 and must be based on **one** of the following disciplines:

- Biology
- Chemistry
- Introductory Physics
- Technology/Engineering

In order to be considered for the CD, a high school **STE** portfolio must include evidence that a student has addressed and demonstrated knowledge and skills in a total of **at least ten standards in the selected discipline** at a level comparable with that of students who have passed the standard MCAS test in the

discipline. Portfolios must reflect the most recent *Massachusetts Science and Technology/Engineering High School Standards* (January 2006).

The portfolio must include the following information and materials:

- work samples created by the student that demonstrate **all aspects** of standards selected for the discipline and topics
- a completed STE High School Competency Portfolio Work Description attached to each work sample (or a collection of related work samples) produced for the portfolio
- a **score** (percent accurate) given by the teacher for each work sample. Work samples must be produced as independently as possible by the student, with all corrections clearly marked. Work samples may not be corrected by the teacher and submitted as the student's own work.
- written evidence of the student's thinking and problem-solving indicating the process used to solve each problem (i.e., show all student work)
- a clear indication of the type(s) and frequency of assistance provided to the student by the teacher (i.e., percent independence and any accommodations used by the student), either written directly on each piece or described on the High School Competency Portfolio Work Description
- submission of multiple-choice, matching, or fill-in-the-blank worksheets is strongly discouraged.

Topics in each STE discipline are listed in the following tables. In the discipline selected for the portfolio, *all* topics must be addressed, with evidence of at least *one standard* addressed in each topic, and a total of *ten standards* in all.

BIOLOGY
Topics:
1. The Chemistry of Life
2. Cell Biology
3. Genetics
4. Anatomy and Physiology
5. Evolution and Biodiversity
6. Ecology

INTRODUCTORY PHYSICS
Topics:
1. Motion and Forces
2. Conservation of Energy and Momentum
3. Heat and Heat Transfer
4. Waves
5. Electromagnetism
6. Electromagnetic Radiation

CHEMISTRY
Topics:
1. Properties of Matter
2. Atomic Structure and Nuclear Chemistry
3. Periodicity
4. Chemical Bonding
5. Chemical Reactio**ns and Stoichiometry**
6. States of Matter, Kinetic Molecular Theory, and Thermochemistry
7. Solutions, Rates of Reaction, and Equilibrium
8. Acids and Bases and Oxidation-Reduction Reactions

TECHNOLOGY/ENGINEERING
Topics:
1. Engineering Design
2. Construction Technologies
3. Energy and Power Technologies—Fluid Systems
4. Energy and Power Technologies—Thermal Systems
5. Energy and Power Technologies—Electrical Systems
6. Communication Technologies
7. Manufacturing Technologies

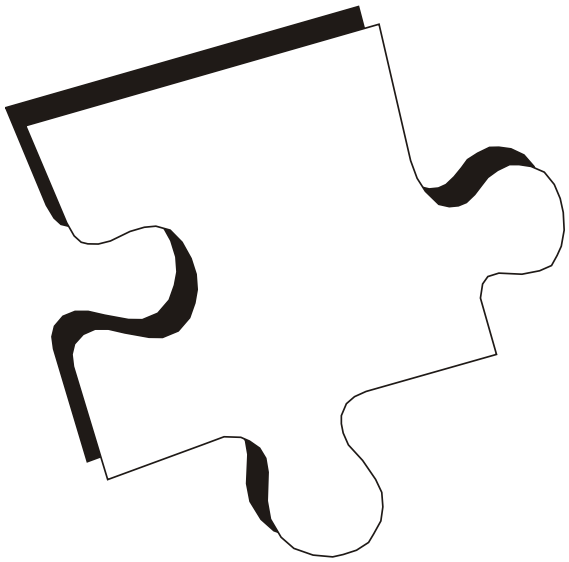
Work samples generated during **one or more of the following activities** must be provided in the portfolio that document the student's scientific knowledge, skills, and understanding in the selected discipline at the grade 9 or 10 level, as identified by the Massachusetts *Science and Technology/ Engineering High School Standards*:

- conducting investigations:
    - For example, the student engages in exploratory activities in which he or she identifies a key question, designs a process for gathering information and investigating the question, and incorporates scientific knowledge to produce a response, inference, conclusion, or analysis of findings.
- performing laboratory experiments:
    - For example, the student develops a hypothesis, designs or identifies a procedure for testing the hypothesis, performs a controlled experiment or series of trials, collects data accurately, summarizes and analyzes the results, and draws conclusions.
- conducting research:
    - For example, the student undertakes an activity in which he or she locates and applies available scientific knowledge and/or data from texts, articles, research summaries, etc., in order to describe a process or aspect of the discipline and provides a synthesis of the knowledge acquired, supportable conclusions, and an analysis of findings.
- conducting data analysis:
    - For example, the student accurately collects data generated either by the student, class, or teacher or data compiled from external sources and describes, synthesizes, and analyzes the data to articulate patterns, explain relationships between variables, and draw conclusions.
- completing an independent writing activity:
    - For example, the student writes a persuasive essay or answers a series of guided open-response questions which provide an analysis of scientific materials or data in support of a particular conclusion or point of view.
- developing a scientific model to represent a natural system:
    - For example, the student relates and explains how components of a natural system work together and creates a visual representation of that model.
- solving a technology/engineering design problem by creating a model or prototype:
    - For example, the student demonstrates technical knowledge and an understanding of the steps of the Engineering Design Process by describing a particular design challenge, analyzing relevant information, making **predictions, and developing a prototype or model to test the predictions.**

For further guidance in planning instructional activities, refer to the actual high school standards, the Scientific Inquiry Skills Standards, and the Steps of the Engineering Design Process in the Massachusetts *Science and Technology/Engineering Curriculum Framework* (*January 2006*).

PART IV

Portfolio Evidence



Portfolio Contents

A. Required Forms

The student's MCAS-Alt portfolio must include the elements listed below. All forms may be photocopied from originals found in the Required Forms section and/or the Product Description Labels and Blank Data Charts section of this manual or may be completed on the computer by using MCAS-Alt Forms and Graphs available online at www.doe.mass.edu/mcas/alt. **Do not include the student's IEP**, diagnostic assessments, or other information related to the student's disability.

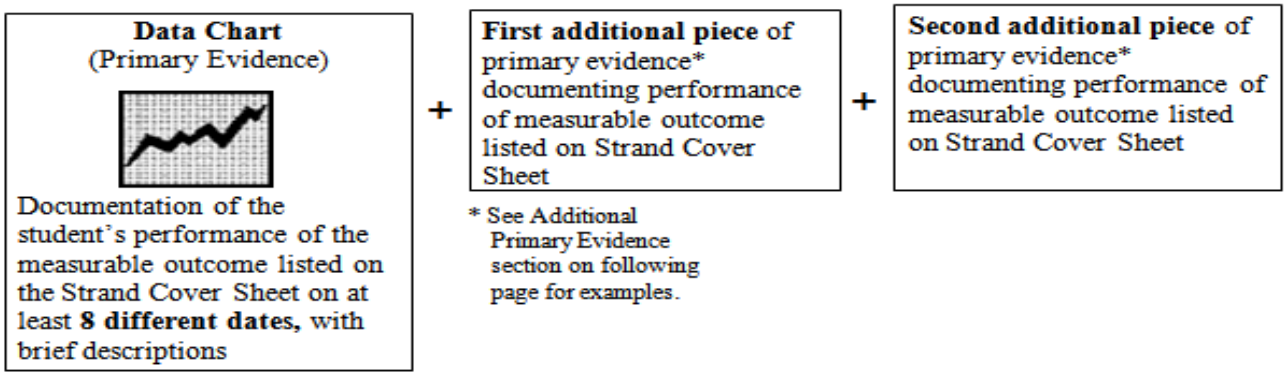
- an **artistic cover** (recommended but not required) designed and produced by the student inserted in the front window of the three-ring portfolio binder
- **Portfolio Cover Sheet** containing important information about the student
- **Student's Introduction to the Portfolio** produced as independently as possible by the student using his or her primary mode of communication. The introduction may be written, dictated, or recorded on video or audio and should describe *"What I want others to know about me as a learner and about my portfolio."*
- **Verification Form** signed by the parent(s), guardian, or primary care provider signifying that they have reviewed their child's portfolio or, at minimum, was invited to do so. In the event no signature was obtained, the school must include a record of attempts to invite the parent(s), guardian, or primary care provider to view the portfolio.
- **Consent Form to Photograph and Audio/Videotape a Student** (required if images or recordings of the student are included in the portfolio) (Note: This form, provided in English and Spanish, must be signed by the parent or guardian before images or recordings of the student can be made. A signed copy of this form must be *kept on file at the school*. **It is not necessary to submit this consent form in the portfolio.** Please do not substitute a "blanket" consent form for this purpose. This consent form gives permission only for the student to be recorded digitally in photographs, on video, or audio for the MCAS-Alt portfolio and is **not** a consent form for the student to participate in an alternate assessment.)
- the student's **weekly schedule** that documents the student's enrollment in a program of instruction, including participation in the general academic curriculum
- a printed copy of a **school calendar** indicating dates in the current school year in which the school is either in or out of session, including holidays, vacation weeks, professional development days, summer school, and inclement weather days
- **Strand Cover Sheet** related to the set of evidence that addresses a particular outcome in the required standard/strand**.**
- **Work Description** form (optional) attached to each piece of primary evidence that provides required information. Blank product descriptions are provided in the Product Description Labels/Blank Data Chart section of this manual. If work description labels are not used, all required information must be written directly on each piece of evidence.

B. Requirements in Each Strand

The student's portfolio must include, at minimum, the primary evidence described below for each strand (or standard) required for the assessment of a student in that grade. It is advisable to **include more than the minimum evidence requirement** to reduce the chance that a portfolio will be scored as *Incomplete*.

A minimum of **one data chart** and **two pieces of additional primary evidence** (called the "core set of evidence") are required in each portfolio strand that together document **one targeted skill** (called the "measurable outcome"). Evidence may be collected beginning on July 1 for the following school year.

Figure 1
"Core Set of Evidence" for the MCAS-Alt Portfolio



C. Data Charts

Collecting data on student performance is an essential part of *good instruction* and *ongoing assessment*. Instructional data help educators make valid and objective decisions about what to teach based on what the student has or has not already learned and documents vital information on the effectiveness of instruction already provided.

Skills should be identified for the MCAS-Alt that allows the student to develop new skills over an extended period of time. Refer to page 37 for the step-by-step process recommended for creating data charts.

In order to be most useful, data should:

- address a single skill identified as the "measurable outcome"
- indicate the current level of a student's performance on the measurable outcome
- document the student's improvement over time
- describe what was the student was asked to do

Data can be collected either during routine classroom instruction or during tasks and activities set up specifically for the purpose of assessing the student.

Each data chart must:

- show the student's performance of the measurable outcome (one specific skill) that is aligned with the strand required for assessment for a student in that grade
- document the same skill performed on at least eight different dates
- include a brief description beneath each data point that clearly describes how the student addressed the skill. (**Note:** The brief description *must* include the context of the activity; i.e., what was the student asked to do and how did they do it). One- or two-word descriptions will be

insufficient to document the relationship between the activity and the measurable outcome and exclude one or more data points from being scored.)

- show that the student has attempted to learn a new skill by indicating that the student's performance started below 80–100 percent accurate *and/or* below 80–100 percent independent. (**Note:** Data charts that do not begin below 80 percent for accuracy and/or independence will be excluded from scoring and will result in a score of *Incomplete*.)
- work samples included as evidence in the student's portfolio may also be included as points on the student's data chart, at the teacher's discretion, though this is not required.

Any of the following formats may be used to collect data on the student's performance for the MCAS-Alt portfolio:

- field data chart – see pages 44 (sample) and 87 (blank), or use Forms and Graphs Online
- bar graph – see pages 42 and 88, or use Forms and Graphs Online
- line graph – see pages 44 and 89, or use Forms and Graphs Online

Note: Forms and Graphs Online is available at www.doe.mass.edu/mcas/alt/resources.html

In cases where the student produces little or no tangible work, such as a student being assessed on access skills, the following may be substituted for the data chart and two pieces of additional evidence strand requirement:

- one field data chart,
  plus
- one bar **or** line graph summarizing the **same data** shown on the field data chart
  plus
- one additional piece of primary evidence other than a data chart (e.g., a teacher-scribed work sample or photograph that meets the criteria to be included as primary evidence)

D. Additional Pieces of Primary Evidence

Primary evidence provides specific evidence of a student's authentic performance during activities based on the portfolio strand required for assessment. Data charts are considered primary evidence. Additional examples of primary evidence in various formats are described below. Primary evidence may reflect a student's performance in the classroom, other school setting, the community, or at home.

Each piece of evidence must include the following information:

- student's name
- date of completion of the activity
- percentage of accuracy of the student's overall performance on a single date
- percentage of independence (or frequency of cues and prompts provided)

A completed work description label (found in the Product Description Labels/Blank Data Chart section of this manual or from the Department's website) may be attached to each piece, or this information may be listed on a separate piece of paper or written directly on each piece.

The following are examples of primary evidence that may be submitted in the portfolio:

1. **work samples** that show the student's actual performance, which may be completed by the student or scribed by an adult or peer, if the student has difficulty producing written work (Note: Do not include fragile, perishable, or large products in the portfolio. Do not include group work in the portfolio unless the student's involvement is clearly indicated and described.)

2. **photographs** that clearly show images of:

- a completed work product that is either three-dimensional, temporary in nature (for example, an exhibit or display), or is too large or fragile to include in the portfolio;
- the steps, or sequence of steps, leading to a final product in an instructional activity that cannot be included in the portfolio (for example, a student arranging a pattern or sequence of objects on a table); or
- the end-product of an instructional activity

Prior written consent must be obtained from the parent, guardian, or student (if 18 years or older) before including a photographic or video image of a student. Photographs of student work may be included without written consent. If a student's peers are shown in an image or video, consent must also be obtained for those students. **Consent forms** for these purposes are provided in the required forms section of this manual and must be filed at the school.

3. **video samples** that are no more than three minutes in length and clearly show images of the student performing the targeted skill. (Note: Video/Audio Description and Consent forms are provided in the required forms section of this manual.)

   Videos may be submitted either on a standard DVD or flash drive and must be clearly labeled with the student's name and SASID and securely attached to the portfolio in a plastic sleeve or envelope within the binder. Videocassettes cannot be accepted.

4. **audio samples** that are no more than three minutes in length and clearly represent the student
   - addressing a measurable outcome related to communication or use of language;
   - participating in a discussion;
   - giving a recitation, verbal presentation, performance, or other oral activity related to the measurable outcome; or
   - giving verbal, rather than written, responses as a necessary and routinely-used instructional accommodation.

   Video/Audio Description and consent forms are provided in the required forms section of this manual. If the audio sample is difficult to understand, a written transcription must be provided. Audiocassettes, CDs, or flash drives must be clearly labeled with the student's name and SASID and securely attached to the portfolio in a plastic sleeve or envelope within the binder.

5. **Digital evidence** may be submitted on a flash drive, CD, or DVD in any of the following digital formats: Word, PowerPoint, pdf, txt, or jpg (JPEG).

E. Evidence of Self-Evaluation

Self-evaluation activities document the student's choices, decisions, and involvement before, during, and after instruction, including evidence that the student performed any of the following activities:

- planning and goal setting
- choosing an activity or next steps in an activity
- selecting a problem-solving strategy
- monitoring own progress or use of a strategy (e.g., by checking off steps as each is completed)
- deciding when to continue or end participation in an activity
- identifying and correcting his/her own errors
- graphing his/her own performance or progress on a chart, table, or graph
- determining own score using a rubric
- selecting work for his/her own portfolio

- reflecting on his or her performance; for example, teacher asks student to respond to:
  - *What did I do well? What am I good at? Was this too easy?*
  - *What did we do during this activity? What did I learn?*
  - *How could I do better? Where do I need help?*
  - *What should I work on next? What would I like to learn?*

Note: Placing a **sticker** or **stamp** on a piece of primary evidence does *not* indicate self-evaluation, unless it is clear that the student selected from among several options, such as a student who used a sticker or stamp as part of a rating system for his/her performance.

F. Supporting Documentation (Including Brief Descriptions)

Supporting documentation provides additional descriptive information on the context of the learning activity, provided either by a teacher, parent, other adult, or peer. Supporting documentation (i.e., brief descriptions) must be included, where needed, to adequately describe the activity and what the student was asked to do. Supporting documentation must be clearly labeled with the name of the student to which it refers and the date of completion, and may include, for example:

1. brief narrative descriptions by the teacher or parent describing how the task or activity was conducted and/or what the student was asked to do
2. other evidence, including photographs, showing *how* the student engaged in the instructional activity (i.e., showing the *context, setting, materials, devices,* or *equipment* used by the student)

G. Ensuring That Portfolios Are Complete

Educators are strongly encouraged to review the previous sections, and the following information, in order to increase the likelihood of submitting a complete portfolio and to ensure that each skill being assessed, and each strand being submitted, meets all of the current requirements of the MCAS-Alt. Portfolios that have not met the criteria described below are more likely to receive scores of "M" in a strand or *Incomplete* in a content area.

The following criteria will be used by scorers to determine the completeness of each strand.

For each **content area**, check that:

- all required forms are completed and all pieces of evidence have been included in the portfolio.

For each **portfolio strand**, check that:

- a data chart and two pieces of primary evidence are submitted.
- the minimum submission requirement of one data chart and two pieces of primary evidence all document the student's performance of one and the same skill.
- the student's name, date of completion, percent accuracy (calculated correctly, with wrong answers clearly marked on all work samples), and percent independence (calculated correctly) are labeled either on each piece of primary evidence or on a Work Description label.

For each **measurable outcome** listed on the Strand Cover Sheet, check that:

- the learning standard required for assessment is aligned with the measurable outcome, according to entry points listed in the *Resource Guide.*
- the measurable outcome listed on line 5 of the Strand Cover Sheet matches the measurable outcome listed on the data chart and on all pieces of primary evidence.
- all learning activities match the measurable outcome being assessed.

- if access skills are assessed, they are measured during learning activities based on the strand required for assessment,(e.g., "During an ELA/math/ science activity, the student will turn his/her head toward an instructional material;" or "Student will grasp and release an instructional material during a standards-based activity").
- only one skill is assessed in all of the evidence submitted in the strand. **The following examples include *multiple* skills and should not be listed as measurable outcome**s: *Student will…*
    - identify the main idea and the author's purpose in a text;
    - calculate the area and perimeter of an object;
    - identify and describe the characteristics of the body's systems.

For each **data chart**, check that:

- the same skill was measured on at least eight dates.
- brief descriptions are provided below each learning activity describing **what the student was asked to do**. The following examples of brief descriptions do *not* describe a learning activity sufficiently and cannot be scored:
    - worksheet
    - reading comprehension activity
    - quiz
    - Chapter 5 assignment
    - homework
    - magnet activity
- the first data point on the chart begins *below* 80 percent accuracy or independence (or both), indicating that the student was taught a skill he/she had not already learned.
- all dates occur when school was in session, unless "homework" is clearly indicated.

H. Guidelines for Collecting Data on Student Performance

The following steps are recommended for the collection of performance data and creation of required data charts in each portfolio strand for students taking the MCAS-Alt.

Getting Started

It may take time to find a method of collecting data that feels comfortable and is well-suited to the educator's style. Taking the time to understand the data collection strategies will encourage productive decision-making in order to complete the MCAS-Alt portfolio. The information can then be used to make informed instructional decisions that promote student learning. Whichever approaches are used, certain decisions must be made regarding the process of data collection.

Step 1. Clearly define the desired outcome related to standards in the subject.

- Refer to the appropriate edition (2006 or 2013) of the *Resource Guide for Students with Disabilities* in the subject to be assessed.
- Select a learning standard at the student's enrolled grade.
- If the student is not working at grade level, determine an "entry point" or "access skill" at a challenging but attainable level of complexity (see figures 3 and 4 on the following page)

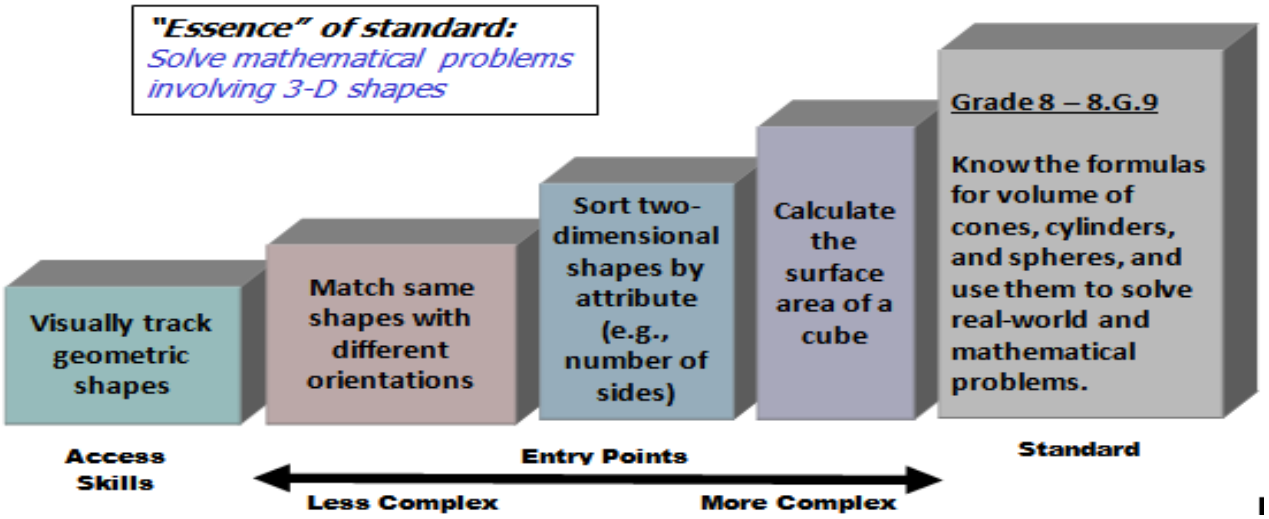
Consider the following:

- What knowledge and skills, based on the general education curriculum, must be taught to a student in this grade? What is the essence of the standard?
- What *single skill* based on a pre-assessment should be targeted for assessment? Where can the "entry point" be found in the required standard/strand?
- How will the level of complexity of the tasks be adapted and individualized for each student?

The Resource Guide should be used to determine academic goals that sufficiently engage and challenge each student. **Note:** Entry points from the 2013 version of the Resource Guide may be converted directly (as is) to measurable outcomes without isolating a single skill from the entry point. However, measurable outcomes may not be created without prior Department approval if they do not already appear as entry points.

Figure 2 illustrates the standards-based developmental sequence of complexity on which the *Resource Guide* is based.

Figure 2
Access for All Students to Mathematics Standards in Geometry



Most students with significant disabilities will be able to access the "essence" of the standard through an entry point listed in the *Resource Guide*. However, a small number of students with the most complex and significant disabilities may not be ready as yet to address academic content directly, even at the lowest level of complexity. In such cases, students may need to focus on goals that allow them to explore the tools, materials, and academic content by addressing "access skills" (i.e., targeted developmental communication and/or motor skills) **during a standards-based activity** (see Figures 2 and 3).

Figure 3
Excerpt from the *Resource Guide for Students with Disabilities* for ELA

ENTRY POINTS to Learning Standard(s) for Language

Less Complex ⟷ More Complex

	ACCESS SKILLS The student will:	The student will:	ENTRY POINTS The student will:	The student will:
Vocabulary Acquisition and Use	• Respond to materials related to vocabulary acquisition • Attend visually, auditorially, or tactilely to materials related to vocabulary acquisition • Track (shift focus from materials to speaker) materials related to	4. **Word Analysis:** • Define or describe common adjectives (big) • Define or describe common verbs (jump) • Answer questions about familiar objects and their purpose 5. **Word Relationship**	4. **Word Analysis:** • Match words or pictures that are similar in meaning • Describe familiar objects and their purpose 5. **Word Relationship and Usage:** • Sort/categorize common objects	4. **Word Analysis:** • Identify words/pictures with common affixes (e.g., -ed, -s, re-, un-, -ing) • Identify new meanings for familiar words • Generate words with similar meanings (e.g., mad/angry, happy/glad)

Step 2. Develop an observable, measurable, and individualized outcome.

- Determine what the student will be able to do in measurable, observable terms.
  - Does the outcome list a desired percent of accuracy and independence that would constitute sufficient mastery of the skill? The following outcome is stated in measurable, observable terms:
    - *"The student will complete two-digit multiplication problems with 80 percent accuracy and 100 percent independence."*
  - The following is ***not*** an *observable* skill:
    - "*The student will understand multiplication.*"
  - The following is ***not*** a *measurable* skill:
    - "*The student will improve his/her reading skills.*"
- **Pre-testing** will help determine the appropriate level of challenge (complexity) at which to begin assessing the skill.

The measurable outcome must assess a **single skill**. The data will be unclear when varied or multiple skills are included on the same data chart. **Note:** Entry points can be used "as is" from the *Resource Guide to the 2011 Massachusetts Curriculum Frameworks for Students with Disabilities* to identify measurable outcomes for individual students for ELA/Literacy (grades 3-12) and mathematics (grades 3-8). For STE and high school mathematics, entry points listed in the 2006 Resource Guide must be used to identify measurable outcomes, and it will be the teacher's responsibility to isolate *one* skill for assessment, since entry points in the 2006 guide may include multiple skills.

Step 3. Individualize the instructional approach.

Establish the types of prompts to be used during instruction. Also determine:

- accommodations (supports that allow the student to perform independently) and instructional adaptations (modifications) that may be needed
- where and when the instruction will occur
- who will be delivering instruction
- what materials will be used during instruction

Consider student learning preferences and past performance in determining the activities and materials that will increase the likelihood of success.

Step 4. Establish how accuracy and independence will be determined.

Upon completion of an entire activity, the teacher must calculate the overall percentages of accuracy and independence for all outcome-based activities on that date by averaging all values for accuracy, and averaging all values for independence.

Accuracy measures the proportion or percent of correct responses based on the number of possible total responses during an activity. Where possible, teachers are required to mark all incorrect responses so scorers can verify the percentage of accuracy.

Independence measures the percent of independent responses relative to the number of total possible responses during an activity. An *independent response* is a response given by the student without *any* prompt or assistance provided by the teacher that guides the student to give a correct answer.

- Accommodations (i.e., independent supports) given to the student are not considered prompts for the calculation of independence.
- Hand-over-hand assistance should *always* be considered a non-independent response.
- When independence is not easily calculated, such as for a writing activity or project, a **scoring rubric** specifically designed for this activity may be used. A sample scoring rubric for a project-based activity is shown in Figure 4 on page 40. Include the rubric with any evidence submitted.

- For additional information on calculating independence, see pages 39 and 51.

Following is an example of how to calculate the percent of accuracy and independence when a series of repeated activities (or trials) is conducted.

Example: Each question below is considered a separate trial or activity. After each response, the teacher indicates whether the student's response was correct or incorrect (accuracy), and either independent or prompted (independence), as shown below.

> **Measurable Outcome:** The student will verbally respond to comprehension questions based on text read by the student with 75% accuracy and 75% independence.
>
> **Brief description**: Student responded to five comprehension questions about a story read in class.

Question Number	***Accurate or Inaccurate***	***Independent or Prompted***
Question 1	Correct response (accurate)	Verbal prompt* (not independent)
Question 2	Incorrect response (inaccurate)	Verbal prompt (not independent)
Question 3	Correct response (accurate)	Gestural prompt (not independent)
Question 4	Incorrect response (inaccurate)	Verbal prompt (not independent)
Question 5	Correct response (accurate)	No prompt (independent)
Overall Percent	60% accuracy (3/5 correct)	20% independence (1/5 independent)

***Note:** *Any* prompting or assistance given to the student is considered a non-independent response in the calculation of independence; i.e., even a partial or low-level prompt is counted as a non-independent response.

See Figure 4 on the following page for a sample scoring rubric that illustrates another way to calculate the overall percentages of accuracy and independence when it is not possible to use the approach described above (e.g., for scoring project-based activities and writing assignments).

Figure 4
Sample rubrics that could be used to score accuracy and independence for a project-based activity

Example 1:

Skill to be Assessed	25%	50%	75%	100%
Expression of Ideas (Accuracy)	Main ideas are unclear or unmatched to assignment.	Main ideas relate to the assignment and are somewhat clear.	Main ideas are clear, but not well supported by details.	Main ideas are clear and well-supported by details; information is accurate.
Independence	Overall, student required **extensive** prompts, cues, and other assistance to complete this assignment.	Overall, student required **frequent** prompts, cues, and other assistance to complete this assignment.	Overall, student was **somewhat independent** and required **some** prompts, cues, and other assistance to complete this assignment.	Overall, student was **mostly independent** and required **minimal** prompts, cues, and other assistance to complete this assignment.

Example 2 (Accuracy only):

Skill to be Assessed	25%	50%	75%	100%
Punctuation (beginning and ending) for a three-paragraph composition	Demonstrates little or no understanding of punctuation	Fewer than half the sentences included punctuation.	More than half of the sentences included punctuation.	Punctuation was used properly for all sentences.

(Adapted from rubistar.4teachers.org/, www.thinkfinity.org; www.readwritethink.org.)

Step 5. Select an appropriate data collection format. Examples of each type of data chart are provided at the end of this section.

- ***Field data charts*** allow each response to be documented and are effective for collecting *response-by-response* data for several repeated tasks, trials, or activities conducted during a single session. Field data charts are also effective for tasks that do not yield tangible (i.e., paper-and-pencil) products, since the data collection process allows documentation of valuable and relevant information for each response. Field data are collected while the activity is conducted.
- ***Bar* or *line graphs*** summarize the student's performance of the same skill over a period of time. The student's performance can be measured by a series of activity sheets, written responses, or discrete end-products. For example, sequencing a series of tiles or geometric shapes. Data are summarized, based on a collection of tangible products (either work samples, photographs, or video samples). Bar and line graphs portray the student's overall performance "at a glance."

Step 6. Collect data on a regular basis.
Establish a consistent routine for collecting data. This will make it possible to note the trend in the student's performance and to make timely and efficient instructional changes that increase the likelihood of the student's success.

Remember to include a **brief description** beneath each data point that clearly describes how the student addressed the skill/outcome.

- What was the student asked to do?
- How did he or she do the activity?

One- or two-word descriptions will be *insufficient* to document the relationship between the activity and the measurable outcome and will exclude one or more data points from being scored.

Use one data chart for each assessed skill. You must begin a new data chart whenever the assessed skill has changed or becomes more or less complex.

Step 7. Monitor and analyze the data.
Review the data that has been collected on a regular basis and observe any trends in the student's performance. Consider the following:

- Is the student more successful with certain staff?
- Do different instructional materials alter the outcome?
- Is a pattern emerging?

Evaluate the progress the student has made to date on achieving the outcome using Table 4 below.

Step 8. Make instructional decisions based on the data review.
Consider the overall trend of the data in order to make instructional decisions after considering the following:

- Is the progress *slower* than expected? Perhaps the outcome should be changed or simplified. Has the student made sufficient progress and *met the goal*? Perhaps the student is ready to begin addressing a new or more complex skill.

Table 4
Three scenarios involving a student's progress and possible responses based on an analysis of the data

Trend of the Data Indicates:	Suggested Response(s):
1) Student *is not* making effective progress toward meeting the original outcome.	• Consider altering activity format or materials. • Make sure instruction is being delivered as intended. • If neither of the above is effective, consider lowering the complexity of the skill or changing to a precursor skill and begin a new chart.
2) Student *is* making effective progress.	• Continue teaching the skill.
3) Student has *met the goal* stated in the original outcome.	• Begin teaching a new skill, or the same skill at a higher level of complexity. • Begin a new data chart.

Conclusion
Data charts provide compelling evidence of a student's progress over time toward mastery of the targeted skill. When data are collected consistently and systematically, summarized clearly, and analyzed objectively, they can maximize instructional time and provide important evidence for the MCAS-Alt portfolio. Data charts, together with work samples, photographs, and video samples, provide tangible evidence of the student's achievements over time. See examples of completed data charts on the following pages.

SAMPLE BAR GRAPH

DATA METHOD 2: BAR GRAPH *(instructional data summarizing the student's performance on each date)*

Student Name: New Student

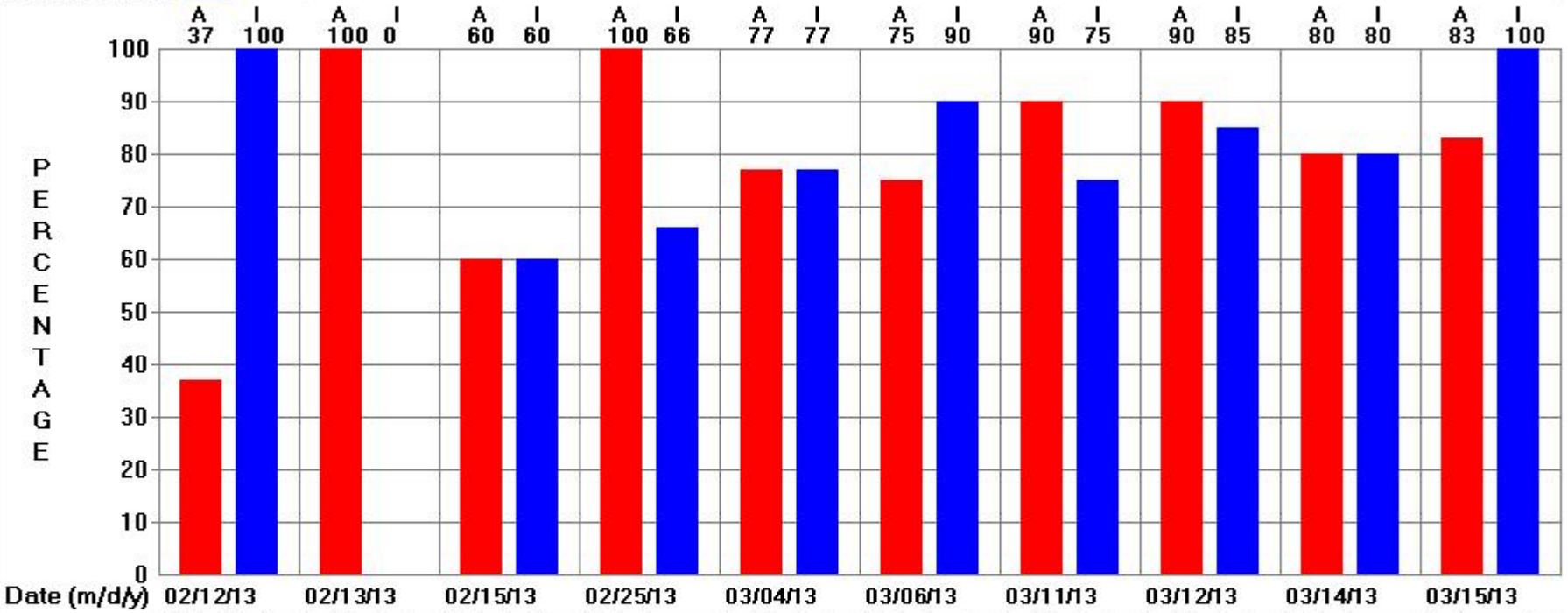
Content Area/Strand: Geometry

Learning Standard: 7.G.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Measurable Outcome: Student will receptively identify two-dimensional shapes with 80% accuracy and 80% independence.

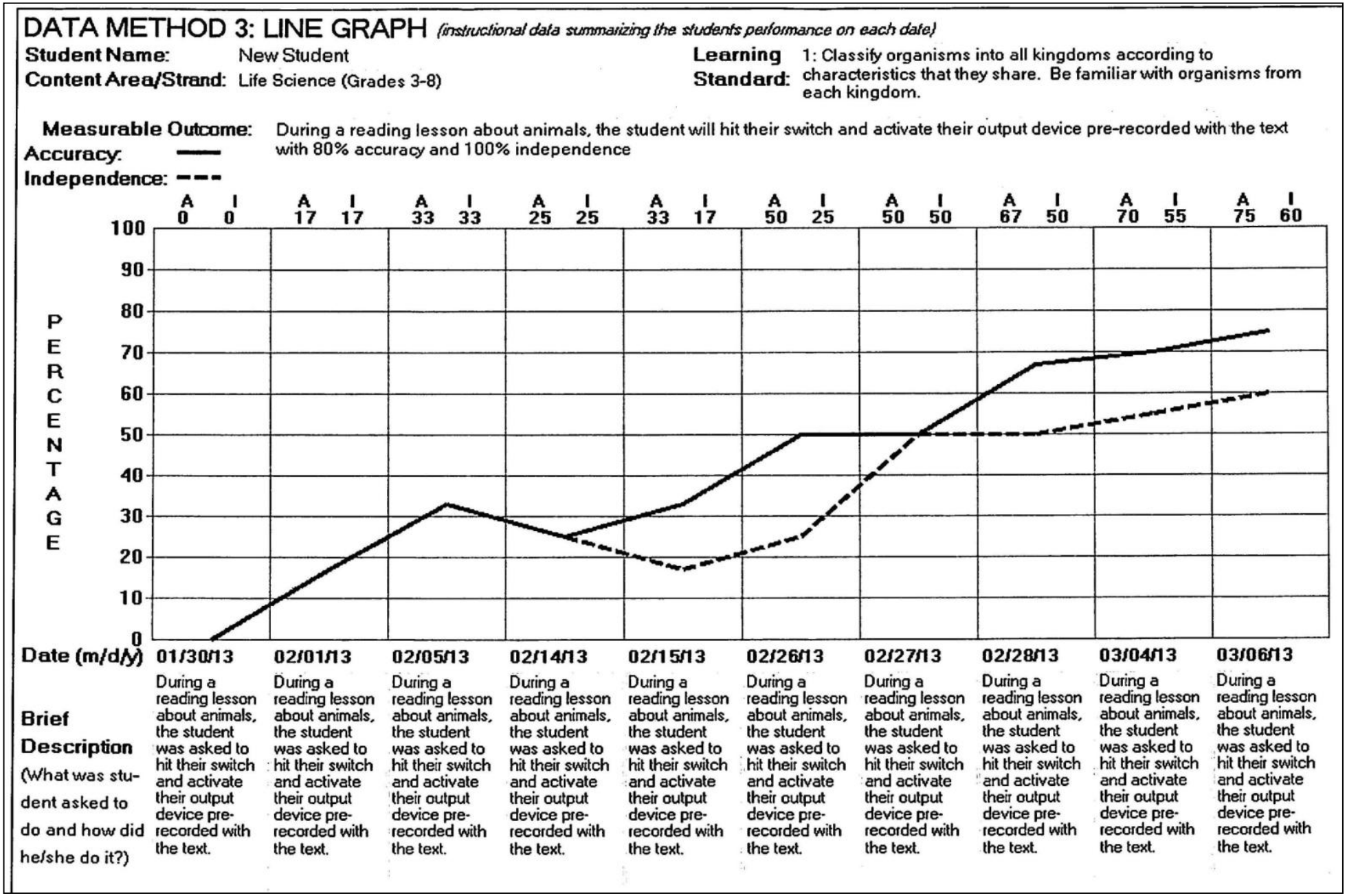
Accuracy:

Independence:



Date (m/d/y)	02/12/13	02/13/13	02/15/13	02/25/13	03/04/13	03/06/13	03/11/13	03/12/13	03/14/13	03/15/13
Brief Description (What was student asked to do and how did he/she do it?)	Student took a pre-assessment w/teacher. Student had to point to shapes (trapezoid, oval,square,circle,diamond,rectangle, triangle,star) when given 4 pictures ("point to oval")	Participated in a small group lesson followed by an activity with the classroom aid on the computer. Worked on the computer to receptively identify shapes.	Worked with teacher with foam shapes in the classroom to receptively identify the name of each shape.	Worked on IXL.com on the computer with teacher and OT in the classroom to identify shapes. She started the task with teacher and finished with OT.	Participated in a small group lesson on the smartboard. Then worked with teacher in the computer lab to receptively identify 2 sided shapes.	Worked on the iPad with teacher to receptively identify shapes. The iPad said the shape and student had to drag the correct one in the box.	Participated in a small group lesson and played a matching game identifying shapes.	Participated in a 1:1 lesson with teacher and then worked on the computer with the classroom aide to identify shapes.	Worked on IXL.com on the Smartboard to identify shapes.	Took a post-assessment w/teacher. Had to point to shapes (trapezoid,oval,square,circle, diamond,rectangle,triangle,star) when given 4 pictures ("point to oval")

SAMPLE LINE GRAPH



SAMPLE FIELD DATA CHART

DATA METHOD 1: FIELD DATA CHART *(student performance on a series of tasks, or on a collection of work samples, related to a targeted skill)*

COMPLETE ALL INFORMATION BELOW.

Student Name: Adam Student

Content Area/Strand: Mathematics - Operations and Algebraic Thinking

Learning Standard: 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Measurable Outcome: Adam will solve problems involving addition and subtraction of one-digit numbers with a result no greater than 10

KEY	
Accurate (+ or -) / (I or P) Independence	
+	Accurate
-	Incorrect
I	Independent
P	Prompt Used

At least eight (8) different dates are required.

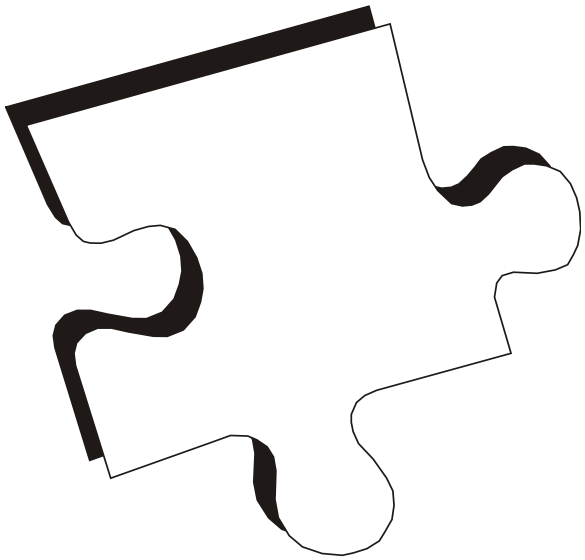
Date (mo/day/yr):	1/8/13	1/9/13	1/16/13	1/17/13	1/23/13	1/24/13	1/29/13	1/30/13	1/31/13	2/5/13
Accuracy and Independence for each trial (see KEY):	- / I	- / I	+ / P	+ / P	+ / I	+ / I	+ / I	+ / P	+ / I	+ / I
	- / I	- / I	+ / I	+ / I	+ / I	+ / ?	+ / P	+ / I	+ / I	+ / I
	- / I	+ / I	- / I	+ / I	+ / I	+ / I	+ / P	+ / I	+ / I	+ / I
	+ / P	- / I	+ / P	- / I	+ / I	+ / P	- / I	+ / I	+ / I	+ / I
	- / I	- / P	+ / I	+ / I	+ / I	- / I	+ / I	+ / I	+ / I	+ / I
	+ / P	- / P	- / I	- / I	+ / P	+ / I	+ / I	+ / I	+ / I	+ / I
	- / P			+ / I	- / I	+ / I	+ / I	- / I		+ / I
	+ / I						+ / I	- / I		+ / I
							+ / P	+ / I		+ / I
							+ / P	- / I		+ / I
% Accuracy: SUMMARY for this date	38	17	67	71	86	86	90	70	100	100
% Independence: SUMMARY for this date	63	67	67	86	86	83	60	90	100	100
Brief Description (What was student asked to do and how did he/she do it?)	Student used manipulatives to add and subtract math problems of numbers 1-5 on a white board.	Using the interactive whiteboard student added and subtracted math problems of 1-6	Working with a partner and dice student added and subtracted math problems of 1-6 and recorded problems and answers.	Student completed problems of addition and subtraction up to the number 10, manipulatives were available as needed.	Student completed word problems by drawing, he completed addition and subtraction problems within 10 during morning work sessions.	Student completed a worksheet using manipulatives when needed for adding and subtracting numbers of 6-9	Student and a partner used playing cards (1-9) to add and subtract, each student recorded his own addition and subtraction work.	Teacher wrote addition and subtraction problems up to 10 on the board each student wrote their answer on an individual white board- accuracy of answers recorded by paraprofessional	Student created a worksheet with ten problems of addition and subtraction up to 10 for a partner, he had to create the answer key with the correct answers.	Student completed an end of the year worksheet of problems on addition and subtraction up to 10.

PART V

Scoring Portfolios

and

Reporting Results



Scoring MCAS-Alt Portfolios

A. Scoring Student Portfolios

MCAS-Alt portfolios are scored by trained and qualified scorers whose performance is closely monitored by the Department to ensure that the score of each portfolio is accurate. All portfolios with missing or incomplete information, with evidence that is determined to be unmatched to the required Massachusetts curriculum framework standards for a student in that grade, or that includes evidence for a student who is performing at or close to grade-level expectations, will receive an additional round of review by expert scorers to ensure that results are accurate.

Through verification of the standards being assessed in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (Fall 2006) and the application of a universal scoring rubric, the evidence of the student's performance is evaluated and scored against research-based criteria on how students with significant disabilities learn and demonstrate knowledge and skills. The MCAS-Alt Rubric for Scoring Portfolio Strands was developed with assistance and feedback from hundreds of teachers and a statewide advisory committee. The criteria for scoring portfolios are listed and described in detail on the following pages.

The scoring of MCAS-Alt portfolios reflects the level at which a student learns, understands, and applies the knowledge and skills outlined in the Massachusetts curriculum frameworks. The MCAS-Alt portfolio measures progress over time, as well as the highest achievement attained by the student on the assessed standards, and incorporate the frequency of the use of cues, prompts, and other assistance provided to the student in determining an overall score.

B. MCAS-Alt Rubric for Scoring Portfolio Strands

The MCAS-Alt Rubric for Scoring Portfolio Strands is shown on page 48, with an explanation of each rubric area on the pages following. For a full explanation of how portfolios are scored, please see the Department's publication entitled *2013 Guidelines for Scoring Student Portfolios* on the MCAS-Alt website at www.doe.mass.edu/mcas/alt/results.html**.**

The Rubric for Scoring Portfolio Strands is used to generate a score in each portfolio strand based in each rubric area: Level of Complexity (1–5), Demonstration of Skills and Concepts (M–4), and Independence (M–4). A combined score for an entire subject is generated for Self-Evaluation (M–2) and Generalized Performance (1–2). A score of "M" means there was insufficient evidence or information to generate a numerical score in a rubric area.

Trained and qualified scorers examine each strand of the portfolio and apply the following criteria in order to produce a score in each rubric area, based on the evidence found in the portfolio:

- **completeness** of all portfolio materials
- **level of complexity** at which the student addresses standards in the Massachusetts curriculum frameworks in the subject being assessed
- **accuracy** of the student's responses to questions, or of his or her performance of specific tasks
- **independence** demonstrated by the student in responding to questions or performing tasks
- **self-evaluation** during or after each task or activity (e.g., reflection, self-correcting, goal-setting)
- **generalized performance** of a skill in different instructional contexts, settings, using different materials, or methods of response

C. Using the Rubric to Guide the Development of Student Portfolios

In order for a portfolio to receive the highest score, it must include evidence that the student has learned challenging new academic skills and is able to perform these skills accurately and independently. Evidence should address all areas of the scoring rubric, including self-evaluation and generalized performance. However, a single piece of portfolio evidence cannot, by itself, provide evidence of student learning in every rubric category. A variety of portfolio products must be submitted that support and complement one another.

The Rubric for Scoring Portfolio Strands serves several purposes:

- to inform educators and parents of the criteria that will be used to evaluate portfolios
- to score portfolios
- to guide teachers in planning and designing standards-based instruction that yields high-quality products for the student's portfolio

MCAS-Alt RUBRIC for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication "access skills" during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).
Self-Evaluation	Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.	Student plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.		
Generalized Performance		Student demonstrates knowledge and skills in one context or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts or uses multiple approaches and/or methods of response and participation in this strand.		

Expanded Version of the MCAS-Alt Rubric for Scoring Portfolio Strands

1) LEVEL OF COMPLEXITY

To what extent is the evidence aligned with standards required for assessment in this subject?

1	2	3	4	5
Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication "access skills" during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

What each score means in this rubric area:

1. The evidence in this strand documents instruction that is either **unrelated or unmatched to the Massachusetts curriculum framework standards** required for assessment. Either the standards being assessed were not required in the portfolio of a student enrolled in the grade or the evidence does not document the student's participation in a standards- based activity. If a score of 1 is given in Level of Complexity, other rubric areas will not receive a score.
2. The evidence indicates that the student is being exposed to the academic curriculum, but is **not yet addressing academic content and skills** in this subject. He or she is working on social, communication, and/or motor skills ("access skills") **during** instructional activities based on curriculum frameworks assessed in that grade, which may include exploring methods, tools, and materials in the content area.
3. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards in this strand, but **standards have been modified to a lower level of complexity** (i.e., below grade-level expectations) compared with standards addressed by a typical student in this grade. Modified standards are called "entry points" and are described in detail in the Department publication, *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006).
4. The evidence indicates that the student is addressing academic content and skills based on curriculum framework standards **at grade-level expectations, though only a small number of standards (1** or **2) are included** in the portfolio strand.
5. The evidence indicates that the student is addressing academic content based on curriculum framework standards **at grade-level expectations, and a broad range of standards (3 or more) are included** in the portfolio strand.

NOTE: A score of 5 in this rubric area is required for a student **to be considered** for a score of *Needs Improvement* or higher and to earn a Competency Determination. The student must submit specific portfolio evidence described in the sections entitled MCAS-Alt "Grade-level" Portfolios in Grades 3–8 and Portfolios Submitted for the Grade 10 Competency Determination.

2) DEMONSTRATION OF SKILLS AND CONCEPTS

How accurate is the student's performance of the skills and concepts being assessed?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).

Summary:

This rubric area measures the degree to which the student gave the **correct or desired response(s)** during a task or activity. Teachers must provide the student's percentage of accuracy on (or attached to) *each piece* of primary evidence. The percent of accuracy for a point on the data chart is calculated by averaging the percentage(s) of accuracy on all tasks and activities performed by the student in the assessed strand or standard on a single date. Certain evidence may not lend itself to easy calculation of accuracy; when accuracy is not easily calculated, such as for a project or writing assignment, a scoring rubric specifically designed for the activity may be used. In these cases, include the rubric in the portfolio strand.

What each score means in this rubric area:

Each strand will be scored for *Demonstration of Skills and Concepts* by first identifying the "final 1/3 time frame" on the data chart (or the final three points, if fewer than twelve points are listed on the chart). An average is calculated based on the percentage of accuracy for all data points during or after the final 1/3 time frame of the data chart. Based on the average of the data points and evidence, the overall score in the strand is determined using the scoring rubric.

A score of **"**M**"** will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student's performance of the measurable outcome on **at least eight different dates** that shows the student's overall (i.e., average) accuracy and independence for each date; the percentage must begin **below 80 percent** for either accuracy or independence or both. A **brief description** must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.
- **two additional pieces of primary evidence** (labeled correctly)**,** such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

A score of **"**M**"** will be given for any primary evidence that is not labeled either directly on the evidence or work description labels attached with the student's name, date of completion, percentage of accuracy, and percentage of independence.

3) INDEPENDENCE

How much support and direct assistance does the student require in order to demonstrate knowledge and skills?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).

Summary:

This rubric area measures the frequency with which verbal, visual, gestural, or physical **cues and prompts** were used to assist the student in responding to a task, activity, or assignment. The percent of independence for a single point on a data chart is calculated by averaging the percentage(s) of independence on all tasks and activities performed by the student on a single date based on the measurable outcome. *Any* prompt given to the student will count as a non-independent response and the percentage of independence will be 0%. If a student was shown an *example* of how to solve a math problem, this counts as a prompt; however, if the student then solved nine similar problems independently, the overall percentage of independence will be 90%. If a student received hand-over-hand assistance, the percentage of independence will be 0%. Certain activities, such as writing projects, may not lend themselves to an easy calculation of independence based on the number of prompted versus non-prompted activities. When independence is not easily calculated, teachers may break down the task into items, or may use a scoring rubric specifically designed for this activity. If a rubric is used, include the rubric as a piece of supporting documentation in the portfolio strand. (See the sample rubric on page 40).

Scoring in this rubric area:

Each strand will be scored for *Independence* by identifying the "final 1/3 time frame" on the data chart (or the final three points, if fewer than twelve points are listed on the chart). An average is calculated based on the percentage of independence for all data points during or after the final 1/3 time frame of the data chart. Based on the average of the data points and evidence, the overall score in the strand is then determined using the scoring rubric.

A score of **"**M**"** will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** (labeled correctly) documenting the student's performance of the measurable outcome on **at least eight different dates** that shows the student's overall accuracy and independence for each date; the percentage must begin **below 80 percent** for either accuracy or independence or both. A **brief description** must be provided for each data point describing what the student was asked to do and how he/she addressed the measurable outcome.
- **two additional pieces of primary evidence** (labeled correctly)**,** such as work samples, videos, or photographs, that document the student performing the same skill as the data chart.

4) SELF-EVALUATION

How aware is the student of his or her performance, and how often does he or she make decisions or choices that affect the performance?

M	1	2
Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was **not found** in the student's portfolio in this content area.	Student infrequently plans, self-corrects, monitors, sets goals, and reflects in this content area — only **one example** of self-evaluation was found in this strand.	Student frequently plans, self-corrects, monitors, sets goals, and reflects in this content area — **multiple examples** of self-evaluation were found in this strand.

Summary:

Self-evaluation, or "thinking about learning," measures how well and how frequently the student:

- plans and sets goals
- chooses an activity or next steps in an activity
- selects a problem-solving strategy
- monitors his or her progress or use of a strategy (e.g., checks off steps as each is completed)
- decides when to continue or end participation in an activity
- self-corrects as necessary
- reflects on his or her performance
- determines own score using a rubric

Evidence of **self-evaluation** must either be clearly labeled with the student's name and date. If it is included on another piece of primary evidence (for example, if the student reflects, self-corrects, or chooses the piece for the portfolio), then it should be described by the teacher (for example, "student corrected his/her incorrect answer" or "student chose this piece for the portfolio"). For more details and examples of self-evaluation activities, see page 34.

5) GENERALIZED PERFORMANCE

How frequently does the student demonstrate knowledge and skills in different contexts, formats, and during instruction using multiple approaches?

1	2
Student demonstrates knowledge and skills in **one** context or uses **one** approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in **multiple** contexts or uses **multiple** approaches and/or methods of response and participation in this strand.

Summary:

This area measures the use of effective classroom strategies for ensuring that students are able to retain and transfer what they have learned (*National Alternate Assessment Center,* 2005). Students with significant cognitive disabilities often have difficulty **generalizing** skills in new settings and situations.

Generalized Performance reflects the number of **instructional approaches and activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following elements of instruction:

- *media and materials* (using art materials, written text, manipulatives, computer)
- *activity formats* (classroom projects, small group discussions, paired research, experiments)
- *presentation formats* (oral, written, multimedia)
- *method of response* (handwritten, word-processed, oral, creation of a visual display, on a video)
- *application of skills and/or knowledge* in home and community settings

Scoring Information:

The score in Generalized Performance will not be increased based solely on changes in the *setting* or *people* who assist the student.

A score of M is not given in this rubric area, since portfolio evidence will always demonstrate at least **one** approach or context and result in a score of at least 1.

Age-appropriate instructional materials: When the evidence in the portfolio indicates that materials used during instruction were inappropriate to the student's chronological age, the Generalized Performance score in the strand will be lowered to 1.

Calculating the Overall Achievement Level in the Content Area

To determine the overall achievement level in a content area, each portfolio strand in the content area is scored separately using the Rubric for Scoring Portfolio Strands. A **subscore** is assigned to each strand by applying the score combinations shown in Table 5 below. An **overall achievement level** is determined based on calculating the average of all subscores in the assessed strands of a content area (where In=1, Aw=2, Em=3, Pg=4, and NI+=5) and rounding to the nearest achievement level. Scores in *Self-Evaluation* and *Generalized Performance* are not included in the calculation of the overall achievement level.

Table 5
Calculating a "Subscore" in Each Portfolio Strand

A "subscore" is calculated for each portfolio strand based on the score combinations shown below using the Rubric for Scoring Portfolio Strands:

Level of Complexity = 1

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	In	In	In	In
2	In	In	In	In	In
3	In	In	In	In	In
4	In	In	In	In	In

Level of Complexity = 2

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Aw	Aw	Aw
3	In	Aw	Aw	Em	Em
4	In	Aw	Aw	Em	Em

Level of Complexity = 3

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Aw	Em	Em
3	In	Aw	Em	Pg	Pg
4	In	Aw	Em	Pg	Pg

Level of Complexity = 4

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Aw	Em	Em
3	In	Aw	Em	Pg	Pg
4	In	Aw	Em	Pg	Pg

Level of Complexity = 5

Demonstration of Skills & Concepts

Independence	M	1	2	3	4
M	In	In	In	In	In
1	In	Aw	Aw	Aw	Aw
2	In	Aw	Em	Em	Em
3	In	Em	Pg	Pg	Pg
4	In	Em	Pg	NI+	NI+

NOTE:
"M" means the required information was either missing or insufficient to determine a score.

KEY

In	Incomplete
Aw	Awareness
Em	Emerging
Pg	Progressing
NI+	Needs Improvement, Proficient, or Advanced (based on portfolio review by content experts)

Reporting Results of MCAS-Alt

A. Reporting an Achievement Level in Each Content Area

For each student who takes the MCAS-Alt, one of the following achievement levels are reported in each content area of the portfolio:

- ***Incomplete***—**Insufficient evidence and information** was included in the portfolio to allow an achievement level to be determined in the content area.

- ***Awareness***—Students demonstrate **very little understanding** of standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require extensive prompting and assistance, and their performance is mostly inaccurate.

- ***Emerging***—Students demonstrate a **simple understanding that is below grade-level expectations** of a limited number of standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require frequent prompting and assistance, and their performance is limited and inconsistent.

- ***Progressing***—Students demonstrate a **partial understanding that is below grade-level expectations** of selected standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students are steadily learning new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate.

- ***Needs Improvement***—Students demonstrate a **partial understanding of grade-level subject matter** and solve some simple problems.

- ***Proficient***—Students demonstrate a **solid understanding of challenging grade-level subject matter** and solve a wide variety of problems.

- ***Advanced***—Students demonstrate a **comprehensive understanding of challenging grade-level subject matter** and provide sophisticated solutions to complex problems.

Note: A student taking high school MCAS tests/retests or an alternate assessment must attain a minimum achievement level of *Needs Improvement* in order to meet the state's requirement for receiving a high school diploma. Students who score at the *Needs Improvement* level in ELA and Mathematics must also fulfill the requirements of an Educational Proficiency Plan, (EPP), in English language arts and mathematics.

B. School and District Results

Preliminary school and district performance-level results and *Portfolio Feedback Forms* are posted to DropBox Central on the Department's Security Portal at https://gateway.edu.state.ma.us/ in mid-June. Official results are posted in mid-September and reflect the changes made as a result of discrepancies reported to the Department and the results of MCAS-Alt Score Appeals. Students' portfolios are returned to schools in mid-September.

Results at the district level include performance-level results for students attending each school in a district, as well as for those students who reside in the district and attend publicly funded out-of-district

placements, such as educational collaboratives, approved or unapproved private special education schools, or programs in other public school districts.

To meet federal requirements for reporting results of statewide assessments for all students, the results of MCAS-Alt will be included in school, district, and statewide reports of MCAS results. Since scaled scores (i.e., numerical scores between 200 and 280) are not assigned to MCAS-Alt, results of alternate assessments will be reported as achievement levels only. The alternate assessment achievement levels of *Incomplete, Awareness, Emerging,* and *Progressing* will be included in the *Warning/Failing* achievement level for the purpose of school and district reporting.

C. Parent/Guardian Reports

In mid-September, districts will receive MCAS-Alt Parent/Guardian Reports. These reports will provide a detailed description of a child's score in each area of the scoring rubric and an overall achievement level in each subject of the alternate assessment.

The district must send a parent/guardian reports to the student's homes. If the student is also reported as limited English proficient (LEP), a copy in the student's home language must be sent to the home of the student together with his or her actual report in English. Print copies of the translations of the report "shell" in ten languages are provided in the shipment of MCAS-Alt Parent/Guardian Reports.

Policy on Storage and Destruction of Returned MCAS-Alt Portfolios

In September of each year, the Department of Elementary and Secondary Education (ESE) returns scored MCAS-Alt portfolios to the school that submitted them the previous spring.

Once returned to a school, an MCAS-Alt portfolio becomes part of a student's *temporary record* and must be kept by the school in a secure location. Under the Massachusetts Student Records Regulations (available at www.doe.mass.edu/lawsregs/603cmr23.html?section=06), a temporary record contains everything that is not in the transcript and that is "clearly of importance to the educational process." Principals or their designees are required to review temporary student records periodically and to destroy portions that are "misleading, dated, or irrelevant." Prior to destroying these records, schools must give parents and eligible students written notice of the intent to destroy records, and of parents' rights to receive copies of these records before they are destroyed. (603 CMR 23.06(2)).

Regardless of the obligation to review and periodically purge temporary records of "misleading, dated, or irrelevant" documents, schools *must* destroy students' temporary records no later than seven years after the student transfers, graduates, or withdraws from public school (i.e, student's temporary records *must* be destroyed *within* seven years after the student exits). However, schools *may* destroy "misleading, dated, or irrelevant" documents prior to this time by providing written notice to the student and his/her parent of the approximate date of destruction of the record and of their right to receive these materials in whole or in part prior to their destruction.

The Department has developed the following recommended time periods for schools to retain MCAS-Alt portfolios after the Department has returned them to the schools based on the general view that, over time, the importance of the portfolios to the educational process diminishes and ultimately they become dated and irrelevant. Accordingly, the Department suggests the following retention schedule for MCAS-Alt portfolios:

- grades 3–8 ELA and Mathematics portfolios: **two years** after return of portfolios to school
- grades 5 and 8 Science and Technology/Engineering (STE) portfolios:
    - **three years** after grade 5 STE portfolios are returned to school
    - **two years** after grade 8 STE portfolios are returned to school
- high school ELA, Mathematics, and STE portfolios: **two years after the student exits** public education

After the recommended time period, if the student is no longer in the district, or if the parent doesn't want the portfolio after receiving notice of the approximate date of destruction and the parent's right to receive these materials, the school may destroy the portfolio. Despite these recommendations, schools and districts should be aware of circumstances in which it may be prudent to retain MCAS-Alt portfolios longer than the recommended time period. For example, a student's MCAS-Alt portfolio, particularly for high school students, may be needed for a due process/BSEA hearing that occurs more than two years after a student took the assessment. For this reason, districts may wish to maintain MCAS-Alt portfolios for *longer* than the recommended periods of time and treat the destruction of MCAS-Alt portfolios, for specific students, on a case-by-case basis.

Districts are reminded that in the meantime that, regardless of when student portfolios are destroyed, a copy of the MCAS-Alt portfolio shall be furnished by the district to the eligible student or parent upon request, per (603 CMR 23.07(2)).

Replacing AYP with New Progress and Performance Measures

In February 2012, the Massachusetts Department of Elementary and Secondary Education (ESE) received approval from the U.S. Department of Education (USED) to waive certain requirements of the No Child Left Behind (NCLB) law. As a result, the **Progress and Performance Index** (PPI) has replaced Adequate Yearly Progress (AYP) as the primary method of providing accountability determinations for districts and schools. The PPI is a 100-point index assigned to districts, schools, and student groups based on achievement and growth/improvement in English language arts (ELA), mathematics, and science; and for high schools, graduation and dropout rates. Each district and school will receive both an Annual PPI and a cumulative Four-Year PPI. The Four-Year PPI will be used to classify schools and districts into an accountability level. Additional information is available at http://www.doe.mass.edu/apa/general/.

All districts, schools, and subgroups will be expected to reduce the gap by half between their level of performance in 2011 and proficiency for *all* students by the 2016–2017 school year in English language arts (ELA), mathematics, and science. The Composite Performance Indices (CPI) shown on page 59 will be used to measure progress towards this goal.

What has *not* changed as a result of the flexibility waiver is the provision that allows states to count the results of students with *significant cognitive disabilities* who take alternate assessments differently from the results of all other students. **Up to one percent** of the total number of students assessed in the state who do not score *Proficient* on the MCAS-Alt may be counted "as if *Proficient*" and receive up to 100 Composite Performance Index points for the purpose of determining annual progress, if they meet the criteria described below. **Note:** This does not mean that an individual student is considered to be *Proficient*; this only affects how ESE calculates whether groups, schools, or districts are meeting annual gap-halving goals. This provision should not be confused with existing state requirements to meet the Competency Determination standard to be eligible for a high school diploma; nor should it be misinterpreted as a quota or cap on the number of students who may take alternate assessments.

USED requires that the total number of students taking the MCAS-Alt who receive 100 CPI points not exceed one percent of the total number of students assessed by MCAS. To meet this requirement, the following policies have been implemented (see Table 6):

1. ESE will assign 100 CPI points only to students scoring *Progressing* on the MCAS-Alt who have been identified through the Student Information Management System (SIMS) as having the following **primary disabilities**: *Intellectual, Multiple Disabilities, Autism, Developmental Delay,* and *Sensory/Deaf and Blind,* and whose **level of need** for special education services has been reported as *High*. These students are most likely to have significant cognitive disabilities whose academic performance will be determined based on "alternate achievement standards." ESE will further prioritize among these students, as needed, to reach a total of one percent, based on the reported level of need for special education services.

2. The Department will assign 75 CPI points to students scoring *Progressing*, if they are:
   - reported in the above disability categories, but with lower levels of need; or
   - reported as having the following primary disabilities: *Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities,* or *Neurological*.

3. All other students with disabilities assessed using the MCAS-Alt who do not score at the *Progressing* level will continue to be assigned CPI points in accordance with prior years' procedures (see Table 6). For example, students scoring at the *Emerging* level receive 75 CPI points, *Awareness* 50 CPI points, and *Portfolio Incomplete* 25 CPI points.

Students taking MCAS-Alt whose performance is based on grade-level achievement standards (i.e., students in grades 3–8 submitting grade-level portfolios and students in high school submitting competency portfolios) will receive CPI points based on equivalent MCAS test scores shown in Table 6.

The following table indicates how points are awarded to each school and district in ELA and mathematics based on MCAS and MCAS-Alt scores for students with and without disabilities. Point totals are used as one indicator of whether the school or district has made annual progress toward decreasing its proficiency gap.

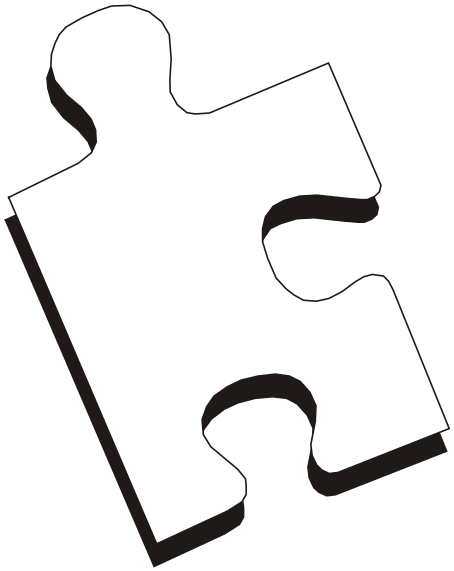
Table 6
Proficiency Index

MCAS Scaled Score	MCAS Achievement level	MCAS-Alt Achievement Level	CPI Points Awarded
240–280	Proficient and Advanced	Progressing (for certain disability types)[1]	**100**
230–238	Needs Improvement – High	Progressing (for certain disability types)[2] and Emerging	**75**
220–228	Needs Improvement – Low	Awareness	**50**
210–218	Warning/Failing – High	Portfolio Incomplete	**25**
200–208	Warning/Failing – Low	Portfolio Not Submitted	**0**

[1] Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay
[2] Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

PART VI

Required Forms



Required forms for the MCAS-Alt are provided in this section. Forms may be photocopied as needed, but may not be altered. **MCAS-Alt Forms and Graphs Online,** the Department's web-based program for completing and printing these forms, is available at www.doe.mass.edu/mcas/alt.

- Portfolio Contents Checklist (optional)

- Portfolio Cover Sheet

- Strand Cover Sheet

- Verification Form
  - English version
  - Spanish version

- Consent Form to Photograph and Audio/Videotape a Student
  - English version
  - Spanish version

- Consent Form for Incidental Photographing and Audio/Video Recording of a Student
  - English version
  - Spanish version

2014 MCAS-Alt

PORTFOLIO CONTENTS CHECKLIST

The following items and completed forms must appear in the student's MCAS-Alt portfolio and be submitted in a three-ring binder. Place a check next to each item included in the portfolio:

____ **An artistic cover** designed by the student, inserted in the front window of the three-ring portfolio binder (recommended but not required)

____ **Portfolio Cover Sheet** with all required information

____ **Student's introduction to the portfolio** written, dictated, or recorded by the student expressing *"What I want others to know about me as a learner and my portfolio."* See the Portfolio Contents (page 31) of this manual for guidance on preparing the student's introduction.

____ **Verification Form** signed by the parent or guardian certifying that the parent/guardian was given an opportunity to review the work in their child's portfolio prior to submission. If this form is not signed, a record of attempts made by the school inviting parents to review the portfolio must be included.

____ **Consent Form to Photograph and Audio/Videotape a Student** signed by the parent or guardian is required only if electronic images or recordings of the student are included in the portfolio. This form need not be included in the portfolio, but **must be kept on file at the school.**

____ **Student's weekly schedule** that verifies the student is receiving an instructional program that includes access to the general education (i.e., academic) curriculum

____ **School calendar** that verifies the days the school is in/out of session, **including summer** school, staff professional development, and school closing due to inclement weather

____ **Strand Cover Sheet** attached to the evidence for each portfolio strand

____ **Portfolio evidence** (work samples, data charts, video, etc.) in the subject(s) being assessed

____ **Work Sample Descriptions** on all work samples, data charts, videotapes, and other evidence that include student's name, date work was produced, and percentage of accuracy and independence. This information may be written directly on each piece of evidence, in which case these forms are unnecessary.

2014 MCAS-Alt

PORTFOLIO COVER SHEET

(This page must appear as the first page of the portfolio.)

1) Student's Name: _____

2) State-Assigned Student Identifier (SASID): | **1** | **0** | | | | | | | | |

3) Student's grade as reported in the Student Information Management System (SIMS): _____

4) School, Educational Collaborative, or Program attended by the student:

_____

5) District-School Code: DISTRICT | | | | | – SCHOOL | | | | | (See http://profiles.doe.mass.edu)

6) Address of School or Program: _____

_____

7) Student's sending district, if program is outside the district in which the student lives:

_____

8) Contact Information:

Teacher's Name: _____

School telephone and email: _____

9a) Content area(s) included in this portfolio (check all that apply):

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

9b) Indicate the order in which the strands appear in the portfolio:

English Language Arts	Mathematics	Science and Technology/ Engineering
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

10) Will this student take a **standard MCAS test** in any content area in spring 2014? If yes, which one(s)?

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

2014 MCAS-Alt

STRAND COVER SHEET

(A completed Strand Cover Sheet must be included with evidence in the strand being assessed.)

1) Student's Name: _____

2) Student's grade as reported in the Student Information Management System (SIMS): _____

3) a. Content Area (Subject): _____

b. Strand: _____

c. Learning Standard(s): _____
(List standards for the grade in which the student was reported in SIMS.)

4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)

☐ at "grade-level" expectations (use Work Descriptions for "grade-level" or "competency" portfolio)

☐ through "entry points" (list page on which entry point is found in the Resource Guide: Page_____)

☐ through "access skills" (practiced during academic instruction based on the grade-level standard listed above.)

5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence").

The student will……

_____

_____

_____

6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill. List any augmentative and/or alternative communication (AAC) system, if used:

_____

7) Primary evidence checklist (optional):
Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

Primary Evidence Checklist				
Check boxes if product is included and labeled:	Name	Date	Accuracy	Independence
1. Data chart showing targeted skill listed above (required)	☐	☐	☐	☐
2. Evidence #1 based on same skill (required):	☐	☐	☐	☐
3. Evidence #2 based on same skill (required):	☐	☐	☐	☐

2014 MCAS-Alt

Parent, Guardian, or Primary Care Provider VERIFICATION FORM

Student's Name: _____

School: _____

Please check below:

_____ I HAVE BEEN GIVEN AN OPPORTUNITY TO REVIEW THE CONTENTS OF MY CHILD'S PORTFOLIO.

_____

Signature of Parent, Guardian, Primary Care Provider, or Student (if over 18 years of age) and **date**

_____ PARENT OR GUARDIAN **DID NOT VIEW** THE PORTFOLIO, BUT WAS INVITED TO DO SO ON THE DATES LISTED IN THE SPACE BELOW.

OPTIONAL: Comments may be provided by the parent, guardian, or primary care provider regarding the child's MCAS-Alt portfolio (continue on reverse side if necessary):

_____

_____

_____

_____

_____

_____

Please encourage parents to contact the Department of Elementary and Secondary Education directly with comments/questions at mcas@doe.mass.edu.

This form **must be included** in the student's MCAS-Alt portfolio.

2014 Evaluación MCAS Alterna

Padre, Guardián, o Proveedor de Cuidado Principal
FORMA DE VERIFICACIÓN

Nombre del Estudiante:_____

Escuela:_____

Marque abajo:

_____ YO HE TENIDO LA OPORTUNIDAD DE REPASAR EL CONTENIDO DEL PORTAFOLIO DE MI HIJO/A.

_____
Firma del Padre, Guardián, or Proveedor de Cuidado Principal, o estudiantes de 18 años, y **fecha**

_____ EL PADRE O GUARDIÁN NO REVISÓ EL PORTAFOLIO, PERO FUÉ INVITADO A HACERLO EN LAS FECHAS INDICADAS ABAJO.

OPCIONAL: Comentarios del padre, guardián, or proveedor principal sobre el portafolio de MCAS (continuar en el otro lado si es necesario):

_____

_____

_____

_____

_____

_____

Anime a los padres a ponerse en contacto con el Departamento de Educación Elemental y Secundaria directamente con comentarios o preguntas de MCAS a mcas@doe.mass.edu.

Este formulario **debe ser incluido** en el portafolio del estudiante.

2014 MCAS-Alt

CONSENT FORM

to Photograph and Audio/Videotape a Student

(Please keep on file at school)

To Teachers:

Please share the attached *Consent Form* with the parent(s) or guardian of a student participating in the MCAS-Alt for whom photographs, videotape, or audiotape will be submitted. Informed consent by the parent/guardian is required for this specific use. If consent is not obtained, electronic images and recordings of the student may not be created or submitted in the portfolio.

Please keep a signed copy of this *Consent Form* in the student's file. It is not necessary to include this form in the portfolio.

Consent is necessary only for the creation of electronic images or recordings of the student.
The signed IEP signifies consent by the parent to have the student participate in the MCAS-Alt.

2014 MCAS-Alt

CONSENT FORM

to Photograph and Audio/Videotape a Student

(Please keep on file at the school)

To Parents or Guardians:

State and federal laws require all students in Massachusetts to participate in the Massachusetts Comprehensive Assessment System (MCAS), the state's student assessment program. Massachusetts gives MCAS tests in three subjects: English Language Arts, Mathematics, and Science and Technology/Engineering. A student's IEP team determines whether a student with a disability should take standard MCAS tests, either with or without test accommodations, or whether the student requires an alternate assessment. The MCAS-Alt provides a method for assessing the academic performance of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.

Brief Description of the MCAS-Alt: During the school year, your child's teacher will collect educational information documenting your child's performance. The teacher will compile this information in a portfolio and send it to the Department of Elementary and Secondary Education where it will be reviewed and scored by qualified scorers. Portfolios are scored in April and will be returned to your child's school in the fall. Your child's portfolio will remain in his or her file.

Components of the MCAS-Alt: Your child's MCAS-Alt portfolio will include some or all of the following:
Samples of student work: a collection of your child's best classroom work demonstrating his or her performance at different times during the year

Photographs, videotape, or audiotape: documentation of your child participating in classroom activities and assignments through video or audio recordings, or photography.

Performance tasks: a record of your child's participation in tasks and classroom activities related to the Massachusetts curriculum frameworks, such as listening, communicating, and using objects and materials appropriately

Your child's weekly school schedule: a schedule of the academic courses taken by the student

Other documentation: your child's introduction to the portfolio; a verification letter signed by parents stating that they have reviewed their child's portfolio, or were invited to do so; and letters of support (optional) by peers, employers, community members, etc.

Submission of the Portfolio: In early April, your child's teacher will submit your child's portfolio to the Department of Elementary and Secondary Education to be scored. In all, no more than 20 people outside your child's school will view this material, including staff from the Department of Elementary and Secondary Education, the state's test contractor, and professional scorers under formal agreement with the Department trained for the purpose of scoring alternate assessments.

Confidentiality of Your Child's Student Records: The information submitted as part of the MCAS-Alt constitutes student record material that is confidential under state and federal law. The people who review and score the information will be instructed regarding the confidentiality of the material. Your child's

name and other identifying information will not be released to third persons other than those with whom the Department has contracted for purposes of implementing the MCAS-Alt. Portfolios are returned to your school and must be kept on file as part of your child's temporary record.

Revocation of Consent: You may revoke your consent to allow your child to be recorded, photographed, or video-taped for purposes of the MCAS-Alt at any time and for any reason. However, your child will still be required to participate in the MCAS-Alt.

Obtaining More Information about the MCAS-Alt: If you have any questions about the MCAS-Alt or your child's participation, please contact the Massachusetts Department of Elementary and Secondary Education at 781-338-3625 or by email at mcas@doe.mass.edu.

This Consent Form must be signed by one or both of the child's parents or guardians. Consent signifies agreement to your child being recorded on video, audio, or photography for purposes of the MCAS-Alt.

Within thirty days of receiving this form, sign and return it to your child's teacher or principal.

Statement of Consent:

I have read and understand all of the information in this Consent Form. I knowingly and voluntarily allow my child's school to release information about my child:

_____

(child's name)

at _____

(name of school and address)

I will allow my child to be photographed, videotaped, or recorded for purposes of the MCAS-Alt and for my child's school to release information about my child that is created and collected pursuant to the terms of this agreement to the Massachusetts Department of Elementary and Secondary Education and Measured Progress for review by trained professionals. I understand that I may withdraw my consent at any time, with no penalty, by contacting my child's teacher, Measured Progress, or the Massachusetts Department of Elementary and Secondary Education.

Signature of Parent or Guardian: _____

Date: _____

2014 MCAS-Alt

CONSENT FORM

For Incidental Photographing and Audio/Video Recording of a Student

(Please keep on file at the school.)

To Parents or Guardians:

This year, the Department of Elementary and Secondary Education will work with your son or daughter's school to conduct the MCAS-Alt. Your child's teacher will be among those who use alternate assessments with a small number of students with significant disabilities who cannot take the standard MCAS tests, even with test accommodations.

One or more students in your child's class will participate in the MCAS-Alt during 2013–2014. During this process, your child's teacher may find it necessary to use cameras and/or tape recorders to obtain educational information on these students in order to determine how well they perform certain activities. It may be necessary for your child's teacher to record the voice or image of the participating student when other students are present in the room. Therefore, there may be limited occasions during which <u>your child may appear incidentally</u> in videotapes and/or photographs or during which his/her voice may be recorded on audiotape. Your child will not be identified by name, nor would any student information or other materials be shared with others outside the school or district for this purpose. We request your <u>consent</u> to allow your child to appear in videotapes and photographs in this limited way. Thank you very much.

Student's Name: _____

School Name/School District: _____

Teacher's Name: _____

Signature of Parent or Guardian: _____

Date: _____

2014 Evaluación MCAS Alterna

FORMA DE PERMISO

Lineas Directivas para Obtener Permiso de los Padres o Guardián Para poder tomar Videos, Audiograbación o Fotografías del Estudiante

Para los Maestros:

Favor compartir la *Forma de Permiso* incluida con los padres o guardián de cualquier estudiante que está participando en la Evaluación MCAS Alterna durante el año escolar actual. Se requiere permiso para que un estudiante sea fotografiado o grabado para este propósito. Si no se obtiene permiso, no se podrán crear imágenes electrónicas y grabaciones del estudiante.

Favor notar

No es necesario obtener permiso para que un estudiante participe en la Evaluación MCAS Alterna, solamente para crear imágenes electrónicas o grabaciones del estudiante, y para ciertos componentes de los archivos confidenciales del estudiante.

2014 Evaluación MCAS Alterna

FORMA DE PERMISO

Para Video y Grabación Audio y Fotografía de Estudiantes

Para Padres o Guardián:

Como usted sabe, las leyes estatales y federales requieren que todos los estudiantes en Massachusetts participen en la evaluación MCAS (*Sistema de Evaluacion Comprehensiva de Massachusetts)*, por sus siglas en inglés), el programa de exámenes para estudiantes del estado. Massachusetts administra exámenes MCAS en tres areas: Artes de Lenguaje en Inglés, Matemáticas, y Ciencias y Tecnología/Ingeniería. El Equipo del Plan Educativo Individual del estudiante determina si un estudiante con impedimentos debe de tomar el exámen estandarizado MCAS, sea con o sin acomodos, o si el estudiante requiere una evaluación alterna. La Evaluación MCAS Alterna demuestra un medio para examinar el desempeño académico de estudiantes que no pueden participar en exámenes estandarizados MCAS, por causa de su discapacidad, aún con acomodos.

La participación de su hijo/a en la Evaluación MCAS Alterna constituirá cumplimiento del requisito, para que él o ella sea examinado/a a través de MCAS en el área en la cual se ha determinado anteriormente, que su hijo/a requiere una evaluación alterna.

Descripción Corta: La Evaluación MCAS Alterna requiere que durante el año escolar actual, el maestro de su hijo/a, a lleve a cabo ciertas actividades en el salón de clase con su hijo/a y recogerá información que refleje el desempeño educacional de su hijo/a. El maestro de su hijo/a recopilará esta información en un portafolio, y proveerá la información al Departamento de Educación Elemental y Secundaria para ser repasado por un equipo de repaso y personal específico de Medidas de Progreso (Measured Progress), el contratista de evaluaciones alternas del estado. El Equipo que repasa el portafolio incluye profesional anotadores entrenados/as, personal del Departamento y sus agentes contratistas. Los portafolios serán revisados y calificados durante la primavera por calificadores entrenados, para asegurar consistencia.

Componentes de la Evaluación MCAS Alterna: La Evaluación MCAS Alterna de su hijo/a consistirá de todos o algunos de los siguientes:

1. Ejemplos de Trabajo del Estudiante: Colección de ejemplos del mejor trabajo de su hijo/a demostrando el nivel en la cual su hijo/a está trabajando;

2. Fotografías, grabaciones de video o audio: Documentación de la participación de su hijo/a en actividades del salón de clase y asignaciones a través de grabaciones de videos, audios, o fotografías;

3. Trabajos Escolares: La participación de su hijo/a con el maestro en tareas y actividades en el salón de clase relacionados al Currículo tales como escuchando, comunicándose y usando objetos y materiales en el salón de clase;

4. Horario Semanal Escolar de su hijo/a: Esto demuestra los cursos académicos que toma su hijo/a.

5. Otra Documentación: Una introducción al portafolio creado por el estudiante; una carta firmada por los padres diciendo que ellos han repasado el portafolio de su hijo/a, o por lo menos fueron

invitados a hacerlo; y cualquier carta o cartas de apoyo provistas por los compañeros, empleadores, miembros de la comunidad, etc.

Sometimiento del Portafolio para Repasar y Calificar: A principios de abril, el maestro de su hijo/a someterá el portafolio del estudiante al Departamento para ser repasado por calificadores entrenados. En conjunto, no más de 20 personas fuera de la escuela de su hijo/a mirarán este material, todos ellos, sea personal del Departamento de Educación Elemental y Secundaria o personal contratista de exámenes del estado bajo acuerdo formal con el Departamento que están entrenados para el propósito de calificar evaluaciones Alternas.

Confidencialidad de los Archivos de su Hijo/a/Estudiante: La información creada y recogida cómo parte de la Evaluación MCAS Alterna constituye material de archivo del estudiante y es confidencial bajo la ley estatal y federal. Aquellas personas que constituyen el equipo de repaso de portafolio y quienes estarán repasando y evaluando la información con su consentimiento serán informados respecto a la confidencialidad del material. El nombre de su hijo/a y otra información que lo identifica no se dará a terceras personas fuera de las que el Departamento ha contratado para el propósito de creación y implementación de la Evaluación MCAS Alterna. Los portafolios son regresados a su escuela y deben permanecer archivados como parte del record temporero de su hijo/a.

Revocación del Permiso: Usted puede revocar su permiso para permitir que su hijo/a sea fotografiado y estar en video o audio para propósitos de la Evaluación MCAS Alterna en cualquier momento y por cualquier razón. Su decisión en hacerlo no afectará la relación entre usted o su hijo/a con la escuela o con el Departamento de Educación Elemental y Secundaria. Sin embargo, seguira siendo requerido que su hijo/a participe en la Evaluación MCAS Alterna.

Obteniendo Más Información Acerca de la Evaluación MCAS Alterna: Si ustede tiene alguna pregunta acerca de la Evaluación MCAS Alterna, o la participación de su hijo/a, favor comunicarse sea con el Departamento de Educación Elemental y Secundaria al tel: 781-338-3625 o por correo electrónico a mcas@doe.mass.edu.

Esta *forma de permiso* debe ser firmada por uno o ambos de los padres o guardianes del niño/a. Permiso significa estar de acuerdo que su hijo/a sea fotografiado o video grabado o audio grabado para propósito de la Evaluación MCAS Alterna.

Dentro de treinta días de recibir la forma, debe de ser firmada y devuelta al maestro del niño/a o Principal. El original debe de ser incluido en el portafolio de la Evaluación MCAS Alterna para someterla al Departamento, con una copia duplicada en el archivo temporal del estudiante.

Declaración de Permiso:

Yo hé leído y yo entiendo toda la información en esta Forma de Permiso. Yo conscientemente y voluntariamente autorizo a la escuela de mi hijo/a a dar la información acerca de mi hijo/a:

_____ en _____.
(Nombre del niño/a) (Nombre de la escuela y dirección)

a ser fotografiado, estar en video o audio grabado para propósitos de la Evaluación MCAS Alterna y para que la escuela de mi hijo/a dé la información acerca de mi hijo/a que es creada y recogida en términos de este acuerdo al Departamento de Educación Elemental y Secundaria de Massachusetts y Measured Progress para ser repasada por profesionales entrenados. Yo entiendo que puedo retirar mi permiso en cualquier momento, sin ninguna penalidad, comunicándome con el maestro/a de mi hijo/a, Measured Progress o el Departamento de Educación Elemental y Secundaria de Massachusetts.

Firma del Padre/Madre o Guardián: _____

Fecha: _____

2014 Evaluación MCAS Alterna

FORMA DE PERMISO

Para Grabación de Video y Audio y Fotografía Incidental de Estudiantes

Para los Padres o Guardián:
Este año el Departamento de Educación Elemental y Secundaria una vez más llevará a cabo la Evaluación MCAS Alterna en salones de clase del a través del estado. El maestro de su hijo/a estará entre aquellos que usan evaluaciones alternas con un número pequeño de estudiantes con discapacidades significativas que no pueden tomar exámenes MCAS estandarizados, aún con acomodos de exámenes.

Uno o más estudiantes en la clase de su hijo/a participarán en la Evaluación MCAS Alterna durante el año escolar 2013–2014. Durante este proceso, el maestro de su hijo puede encontrar necesario el usar cámaras y grabadoras para obtener información educacional en estos estudiantes, para determinar cómo desempeñan ciertas actividades. Puede ser necesario para el maestro de su hijo/a el grabar la voz o imágen del estudiante, participando y envuelto en actividades de rutina en el salón de clase con otros estudiantes presentes en el salón. Por lo tanto, pueden haber ocasiones limitadas en la cual su hijo/a puede aparecer en grabaciones y/o fotografías, o su voz en grabaciones, aunque solamente incidentalmente. Su hijo/a no será identificado/a por nombre, ni se compartirán los archivos de su hijo/a con otros fuera de la escuela o distrito escolar para este propósito. Nosotros pedimos su permiso en que su hijo/a aparezca en videos y fotografías de esta manera limitada. Muchas gracias.

Nombre del Estudiante: _____

Nombre de la Escuela/Distrito Escolar: _____

Nombre del Maestro: _____

Firma del Padre/Madre o Guardián: _____

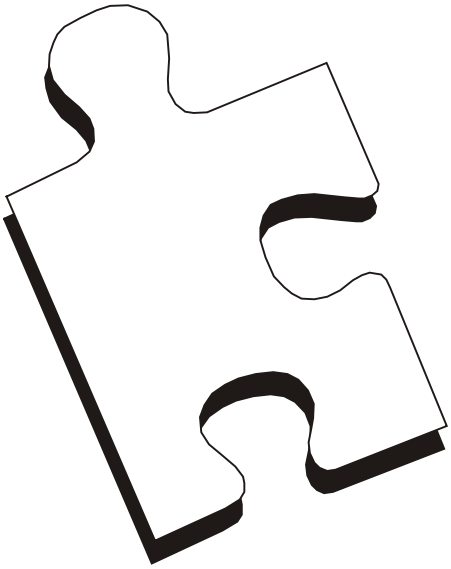
Fecha : _____

PART VII

Product Description Labels

and

Blank Data Charts



Product Description Labels

The forms on the following pages may be used to describe each portfolio product. Blank forms may be photocopied and completed by hand or may be downloaded from the Department's website at http://www.doe.mass.edu/mcas/alt/resources.html. Teachers may also design similar labels containing all required information or may simply write this information directly on each piece. If labels are used, one completed label must be attached to each piece of primary evidence, as appropriate.

- **Work Sample Description:**
  Complete and attach one label to each work sample in the portfolio.

- **Video Description:**
  Complete one label and insert it in the portfolio for video segments submitted on a DVD or flash drive.

- **Work Description for "Grade-Level" Portfolio**
  Complete and attach one label to each work sample if submitting a "grade-level" portfolio.

  See page 20 for information and submission requirements on MCAS-Alt "Grade-Level" Portfolios for Students in Grades 3–8.

- **Work Description for Grade 10 Competency in:**
  - English Language Arts
  - Mathematics
  - Science and Technology/Engineering

  Complete and attach one label to each work sample if submitting a "competency" portfolio.

  See page 22 for information and submission requirements on MCAS-Alt Portfolios Submitted to Meet the Competency Determination Requirement.

Blank Data Charts

Submission of data charts is required in each portfolio strand, with the exception of "grade-level" portfolios for students in grades 3–8, and portfolios submitted for the Grade 10 Competency Determination.

The following three methods are suggested for collecting data on the student's academic performance for the MCAS-Alt portfolio. Refer to the section entitled Guidelines for Collecting Data on Student Performance for more information and examples of completed data charts.

- **Data Method 1 – Field data chart**
- **Data Method 2 – Bar graph**
- **Data Method 2 – Line graph**

The data charts and graphs on the following pages may be used "as is," or teachers may use the web-based Forms and Graphs Online to complete the required forms and graphs, which can be accessed through a secure website.

2014 MCAS-Alt

WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: _____ **Subject:** ☐ ELA ☐ Math ☐ STE

Date (m/d/y): _____ **Strand:** _____

ACCURACY:	%
INDEPENDENCE:	%

Learning Standard: _____

Measurable Outcome: _____

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

Briefly describe how the measurable outcome was addressed (What was student asked to do, and how did he/she do it?):

(Continue on reverse if necessary.)

2014 MCAS-Alt

WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: _____ **Subject:** ☐ ELA ☐ Math ☐ STE

Date (m/d/y): _____ **Strand:** _____

ACCURACY:	%
INDEPENDENCE:	%

Learning Standard: _____

Measurable Outcome: _____

Self-Evaluation: (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

Briefly describe how the measurable outcome was addressed (What was student asked to do, and how did he/she do it?):

(Continue on reverse if necessary.)

Video/Audio Description

Complete one form for each submitted video segment. Insert this page in the portfolio.
Videos must be submitted on standard DVD, CD, or flash drive or it may not be scored.

Name: _____

Content Area: _____ **Strand:** _____

Description of Each Video or Audio Sample in this Strand:

Sample #1 (TITLE):

Date (m/d/y):

Learning Standard:

Measurable Outcome:

Briefly describe how the measurable outcome was addressed (skill/context/activity):

Accuracy ____ % **Independence** ____ %

Self-Evaluation
(Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

Sample #2 (TITLE):

Date (m/d/y):

Learning Standard:

Measurable Outcome:

Briefly describe how the measurable outcome was addressed (skill/context/activity):

Accuracy ____ % **Independence** ____ %

Self-Evaluation
(Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

WORK DESCRIPTION for "Grade-Level" Portfolio

for students in Grades 3-8

(Attach one WORK DESCRIPTION to <u>each work sample</u> in the portfolio.)

Student's Name:		**Date work was produced:**	

Student's grade: _____

Content Area (Check one): ☐ English Language Arts ☐ Mathematics ☐ Science and Technology/Engineering

Strand/Domain: _____

Learning Standard: _____

Brief Description of the assignment or activity in the attached work sample:

_____

_____

_____

What was the student's overall percent of accuracy on this assignment?

(Level of **Accuracy** = _____ %)

How much of this assignment was done independently by the student (i.e., without the use of prompts, guidance, coaching, or suggestions)

(Level of **Independence** = _____ %)

(Please include any **scoring matrix or rubric** if used to determine Accuracy or Independence)

If **Independence** percentage is less than 100%, what type of assistance did the student receive on the attached work sample?

_____

_____

Describe any **accommodations** the student received (e.g., scribe, read-aloud, calculator, assistive/augmentative technology, or adaptive device). **Note:** Use of accommodations does not affect the Independence percentage.

_____

_____

WORK DESCRIPTION for High School Competency Portfolio in

ENGLISH LANGUAGE ARTS

(Attach one WORK DESCRIPTION to <u>each work sample</u> in the portfolio.)

Student's Name:		**Date work was produced:**	

This Work Description includes virtually the same content as in previous years, but reflects the terminology found in the 2011 Massachusetts Curriculum Frameworks. **The ELA competency portfolio must contain at least five (5) writing samples, listed below under A. and B.**, including multiple drafts edited and revised <u>by the student</u>. Writing samples must be based on grade 10 texts. Editing by the teacher should guide the student's *own* revisions.

Please provide the information below and attach this form to the work sample.

In the attached work sample, select either:

A. "Reading" (and one of the accompanying categories) or
B. "Writing" (and one of the accompanying categories).

The "Language Strand" may be documented either within the five required writing samples, or through additional work.

☐ Language:
(Check Language area(s) to the right for which the attached piece should be scored.)

☐ Conventions of Standard English
(Grammar and usage)

☐ Knowledge of Language
(Effective choices for meaning/style, and application in different contexts)

☐ Vocabulary Acquisition and Use
(Grade-appropriate words; literal/figurative language)

If a writing sample is attached, select A. or B. below, then check the appropriate box to the right:

A. ☐ Reading: ☐ Fiction ☐ Informational Text Select one: ☐ Poetry OR ☐ Drama

The attached writing sample is based on the following grade 10 text:

Name of text:_____ (check one) Draft:____ Final:____

B. ☐ Writing: ☐ Analysis of a theme in literature (check one) Draft:____ Final:____

☐ Narrative, Argument, or Narrative essay (check one) Draft:____ Final:____

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

(You may wish to use a scoring rubric to determine the percentages. If so, please attach the rubric.)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in MATHEMATICS

(Attach one WORK DESCRIPTION to <u>each work sample</u> in the portfolio.)

Student's Name:		**Date work was produced:**	

This Work Description includes the content standard codes found in both the 2000 and 2011 *Massachusetts Curriculum Frameworks*. **The Mathematics competency portfolio must include:**

- work samples with a minimum of <u>four examples or problems</u> solved by the student for each aspect of the learning standard listed below
- evidence of the student's own thinking and problem solving (i.e., all work must be shown).
- a score (% accurate) for each piece of student work, with all incorrect answers marked.
- work produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence *before* corrections were made must be indicated below.
- work corrected by the teacher may not be submitted as the student's own work.

Please indicate below the strand and learning standard documented in the attached work sample.

☐ Number Sense and Operations ☐ 10.N.1 ☐ 10.N.2 *(2011 Standards: HSN-RN.A.2, 6.EE.A.2, 7.NS.A.3, 7.EE.B.3, 8.EE.A.1, 8.EE.A.2)*

☐ Patterns, Relations, and Algebra ☐ 10.P.2 ☐ 10.P.4 ☐ 10.P.5 ☐ 10.P.7

(2011 Standards: HSA-SSE.A.2, HSA-APR.A.1, HSA-CED.A.1, HSA-CED.A.2, HSA-REI.B.4, HSF-IF.B.4, HSF-IF.C.8, HSF-LE.A.1, HSF-LE.A.2, 8.F.B.4)

☐ Geometry ☐ 10.G.1 ☐ 10.G.2 ☐ 10.G.3 ☐ 10.G.4 ☐ 10.G.5 ☐ 10.G.6

(Choose any three) ☐ 10.G.7 ☐ 10.G.8 ☐ 10.G.9 ☐ 10.G.10

(2011 Standards: HSG-CO.A.2, HSG-CO.A.3, HSG-CO.A.5, HSG-CO.B.6, HSG-CO.D.12, HSG-SRT.A.1, HSG-SRT.A.2, HSG-SRT.B.5, HSG-SRT.C.6, HSG-SRT.C.8, HSG-C.A.2, HSG-GPE.B.4, HSG-GPE.B.5, HSG-GPE.B.6, 5.G.B.4, 7.G.A.3, 8.G.A.2, 8.G.A.5, 8.G.B.8)

☐ Measurement ☐ 10.M.1 ☐ 10.M.2 ☐ 10.M.3 *(2011 Standards: HSG-GPE.B.7, HSG-GMD.B.3, 7.G.B.4, 7.G.B.6, 7.G.B.7)*

☐ Data, Statistics, and Probability ☐ 10.D.1 ☐ 10.D.2

(2011 Standards: S-ID.A.1, S-ID.A.2, S-ID.A.3, S-ID.B.5, S-ID.B.6, S-ID.C.7, 6.SP.B.4, 6.SP.B.5)

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = ____ %)

How much was done independently by the student? (Level of Independence = ____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

2014 MCAS Alternate Assessment

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

BIOLOGY

Student's Name: | **Date work was produced:**

(Attach one WORK DESCRIPTION to <u>each work sample or collection of related work samples</u> in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work, with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s).

☐ Chemistry of Life	☐ 1.1	☐ 1.2	☐ 1.3					
☐ Cell Biology	☐ 2.1	☐ 2.2	☐ 2.3	☐ 2.4	☐ 2.5	☐ 2.6	☐ 2.7	☐ 2.8
☐ Genetics	☐ 3.1	☐ 3.2	☐ 3.3	☐ 3.4	☐ 3.5	☐ 3.6		
☐ Anatomy and Physiology	☐ 4.1	☐ 4.2	☐ 4.3	☐ 4.4	☐ 4.5	☐ 4.6	☐ 4.7	☐ 4.8
☐ Evolution and Biodiversity	☐ 5.1	☐ 5.2	☐ 5.3					
☐ Ecology	☐ 6.1	☐ 6.2	☐ 6.3	☐ 6.4				

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

CHEMISTRY

Student's Name: _____ **Date work was produced:** _____

(Attach one WORK DESCRIPTION to <u>each work sample or collection of related work samples</u> in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s).

☐ Properties of Matter	☐ 1.1	☐ 1.2	☐ 1.3				
☐ Atomic Structure and Nuclear Chemistry	☐ 2.1	☐ 2.2	☐ 2.3	☐ 2.4	☐ 2.5	☐ 2.6	☐ 2.7
☐ Periodicity	☐ 3.1	☐ 3.2	☐ 3.3	☐ 3.4			
☐ Chemical Bonding	☐ 4.1	☐ 4.2	☐ 4.3	☐ 4.4	☐ 4.5	☐ 4.6	
☐ Chemical Reactions and Stoichiometry	☐ 5.1	☐ 5.2	☐ 5.3	☐ 5.4	☐ 5.5	☐ 5.6	
☐ States of Matter, Kinetic Molecular Theory, and Thermochemistry	☐ 6.1	☐ 6.2	☐ 6.3	☐ 6.4	☐ 6.5		
☐ Solutions, Rates of Reaction, and Equilibrium	☐ 7.1	☐ 7.2	☐ 7.3	☐ 7.4	☐ 7.5	☐ 7.6	
☐ Acids and Bases and Oxidation-Reduction Reactions	☐ 8.1	☐ 8.2	☐ 8.3	☐ 8.4			

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

INTRODUCTORY PHYSICS

Student's Name: _____ **Date work was produced:** _____

(Attach one WORK DESCRIPTION to <u>each work sample or collection of related work samples</u> in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s).

☐ Motion and Forces	☐ 1.1	☐ 1.2	☐ 1.3	☐ 1.4	☐ 1.5	☐ 1.6	☐ 1.7	☐ 1.8
☐ Conservation of Energy and Momentum	☐ 2.1	☐ 2.2	☐ 2.3	☐ 2.4	☐ 2.5			
☐ Heat and Heat Transfer	☐ 3.1	☐ 3.2	☐ 3.3	☐ 3.4				
☐ Waves	☐ 4.1	☐ 4.2	☐ 4.3	☐ 4.4	☐ 4.5	☐ 4.6		
☐ Electromagnetism	☐ 5.1	☐ 5.2	☐ 5.3	☐ 5.4	☐ 5.5	☐ 5.6		
☐ Electromagnetic Radiation	☐ 6.1	☐ 6.2						

ON THE ATTACHED WORK SAMPLE:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

WORK DESCRIPTION for High School Competency Portfolio in High School Science and Technology/Engineering

TECHNOLOGY/ENGINEERING

Student's Name: _____ **Date work was produced:** _____

(Attach one WORK DESCRIPTION to <u>each work sample or collection of related work samples</u> in the portfolio.)

Each topic in this discipline must be addressed at least once in the portfolio. A minimum of **ten standards** must be documented in all. **Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work with all incorrect answers marked.
- work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s):

☐ Engineering Design	☐ 1.1	☐ 1.2	☐ 1.3	☐ 1.4	☐ 1.5	
☐ Construction Technologies	☐ 2.1	☐ 2.2	☐ 2.3	☐ 2.4	☐ 2.5	☐ 2.6
☐ Energy and Power Technologies—Fluid Systems	☐ 3.1	☐ 3.2	☐ 3.3	☐ 3.4	☐ 3.5	
☐ Energy and Power Technologies—Thermal Systems	☐ 4.1	☐ 4.2	☐ 4.3	☐ 4.4		
☐ Energy and Power Technologies—Electrical Systems	☐ 5.1	☐ 5.2	☐ 5.3	☐ 5.4	☐ 5.5	
☐ Communication Technologies	☐ 6.1	☐ 6.2	☐ 6.3	☐ 6.4	☐ 6.5	
☐ Manufacturing Technologies	☐ 7.1	☐ 7.2	☐ 7.3			

ON THE ATTACHED PIECE OF STUDENT WORK:

What score did the student receive? (Level of Accuracy = _____ %)

How much was done independently by the student? (Level of Independence = _____ %)

If Level of Independence is less than 100%, what type of assistance, coaching, and/or prompting did the student receive on the attached piece?

Describe any accommodations the student received. (Note: Accommodations do not affect Level of Independence.)

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

DATA METHOD 1: FIELD DATA CHART *(student performance on a series of tasks or collection of work samples related to measurable outcome)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ **Learning Standard:** _____

Measurable Outcome: _____

_____

KEY

Accuracy (+ or –)

(I or P) Independence

+	Accurate
–	Incorrect
I	Independent
P	Prompt

Date (mo/day/yr):	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Accuracy and Independence for each trial (see KEY): →										
SUMMARY for this date **% Accuracy:**										
% Independence:										
Brief Description (What was student asked to do and how did he/she do it?)										

DATA METHOD 2: BAR GRAPH *(instructional data summarizing the student's performance on each date)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ **Learning Standard:** _____

Measurable Outcome: _____

KEY

% Accuracy:

% Independence:

List % →	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
100																				
95																				
90																				
85																				
80																				
75																				
70																				
65																				
60																				
55																				
50																				
45																				
40																				
35																				
30																				
25																				
20																				
15																				
10																				
5																				
0																				

% Accuracy and % Independence

Date (m/d/y)										
Brief Description (What was student asked to do and how did he/she do it?)										

DATA METHOD 3: LINE GRAPH *(instructional data summarizing the student's performance on each date)*

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name: _____

Content Area/Strand: _____ **Learning Standard:** _____

Measurable Outcome: _____

_____

KEY

% Accuracy (A): *(Solid Line)*

% Independence (I): *(Dotted Line)*

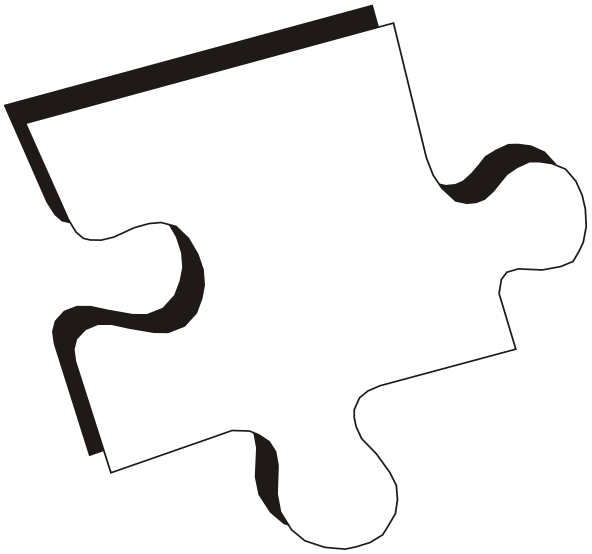
List % → 100	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
95																				
90																				
85																				
80																				
75																				
70																				
65																				
60																				
55																				
50																				
45																				
40																				
35																				
30																				
25																				
20																				
15																				
10																				
5																				
0																				

% Accuracy and % Independence

Date (m/d/y)									
Brief Description (What was the student asked to do and how did he/she do it?)									

Why It's Important to Include Students with Disabilities in MCAS

Frequently Asked Questions About MCAS-Alt



Why It's Important to Include Students with Disabilities in MCAS

Since 1998, students with disabilities in Massachusetts have been included in MCAS for the following reasons:

It's the law. State and federal laws require the participation of *all* students in statewide assessments in order to measure their academic performance. The alternate assessment portfolio ensures that students with the most intensive disabilities have an opportunity to "show what they know" and receive instruction at a level that is challenging and attainable based on the Massachusetts curriculum frameworks.

Students who are tested are those who get taught. Students with disabilities have become more "visible" in their schools as a result of taking MCAS alternate assessments and have a greater chance of being considered when decisions are made to allocate staff and resources to improve their academic achievement.

As a result of participation in MCAS, learning has improved as expectations are raised. Evidence indicates that students with disabilities learn more than expected when they are given opportunities to engage in challenging instruction with the necessary support. Indeed, the performance of students with disabilities on MCAS, and the rate at which these students meet state and local graduation requirements, has steadily increased.

Participation in MCAS helps to determine whether, and how much, students with disabilities are learning. In the past, it was not always possible to determine what had been taught and whether special education had been successful with a student; nor was it possible to compare outcomes among students and across programs, schools, and districts.

Standards-based instruction is for all students. All students are capable of learning at a level that engages and challenges them. One important reason to include students with significant disabilities in standards-based instruction is to explore their capabilities. While "daily living skills" are critical for these students to function as independently as possible, academic skills are also important. Standards in the Massachusetts curriculum frameworks are defined as "valued outcomes for all students." Why, then, should separate standards be used with some students, and not others? And who, if anyone, should decide which students should receive instruction based on academic standards and which should not?

State graduation requirements apply to *all* students, even those taking MCAS alternate assessments. All students without exception are required to achieve a score of *Proficient* on the grade 10 MCAS tests in ELA and Math (or *Needs Improvement*, plus fulfilling the requirements of an Educational Proficiency Plan in ELA and mathematics), and a score of *Needs Improvement* on a high school Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score that is equivalent to that of a student who passed the required high school MCAS tests. Massachusetts is the only state that allows students to meet the graduation requirement by taking an alternate assessment. However, the majority of students who take alternate assessments are those with significant cognitive disabilities and therefore, the number earning a Competency Determination will likely remain low in relation to the number of students who meet the Competency Determination requirement on the MCAS tests.

For additional information and participation guidelines, please visit the Department's MCAS Alternate Assessment website at www.doe.mass.edu/mcas/alt.

For additional information on meeting graduation requirements, please visit the Department's MCAS website at www.doe.mass.edu/mcas/graduation.html.

Frequently Asked Questions About MCAS-Alt

The Massachusetts Department of Elementary and Secondary Education receives many inquiries like the ones below concerning the MCAS Alternate Assessment (MCAS-Alt).

Why assess students with disabilities on the alternate assessment?

Rationale: First, it's the law. Students with disabilities must participate in MCAS in order to assess their performance of skills and knowledge of content found in the state's curriculum frameworks. This means students with disabilities must take MCAS tests, either with or without accommodations, or take an alternate assessment if they cannot take the tests due to the severity of their disabilities.

Another reason for requiring alternate assessments is to measure the academic performance of students with the most significant disabilities. Before 2001, academic learning was not measured or reported for these students. Since taking alternate assessments, students have become more "visible" in their schools and have a greater chance of being considered when decisions are made to allocate staff and resources.

There is more to the alternate assessment than "passing" the test. The alternate assessment gives honest, accurate, and detailed feedback that can be used to identify challenging goals and instruction for each student. The evidence submitted in a portfolio ensures that students with the most intensive disabilities have an opportunity to "show what they know" and to receive instruction at a level that is challenging and attainable.

Portfolios require some effort. How can teachers manage the portfolio process efficiently?

Rationale: The Department of Elementary and Secondary Education has made school administrators aware of the need to coordinate this process in schools and to meet regularly with teachers who conduct alternate assessments to identify resources for teachers who need assistance. The Department encourages all adults who work with a student to be involved in developing his or her portfolio.

At statewide teacher training sessions held during the fall and winter, the Department emphasizes the need for teachers to begin collecting student work early in the school year and to complete all required forms and cover sheets well in advance of the submission deadline. Teachers report that after the first year of creating student portfolios, they find the process much easier, and they have developed strategies to organize and manage this task more efficiently. They have made the creation of alternate assessment portfolios a part of their daily instruction and have begun to use them to plan instruction, identify educational goals for students, write progress reports, and share information with parents. Thousands of teachers have conducted alternate assessments and are assisting each other in the process. Teachers find that portfolios help them document their students' performance in order to focus their time and attention where it is most needed.

We encourage teachers to request assistance from the Department when they need it. Expert teachers are available to help teachers who are new to the process.

How do we know that portfolios truly reflect what students have learned?

Rationale: If teachers follow instructions outlined in the *2014 Educator's Manual for MCAS-Alt*, they can be assured the portfolio will receive the score it deserves based on the evidence submitted. Teachers should become familiar with the scoring rubric in the Educator's Manual to make certain the portfolio samples and data charts address each rubric category. Each year, written feedback is provided directly to the teachers who created each portfolio. This feedback is intended to assist teachers to improve the portfolios the following year.

Why use the same standards for these students?

Rationale: One reason to include students with significant disabilities in standards-based instruction is to more fully explore and expand their capabilities. Performance expectations for these students have traditionally been quite low, and data on their performance have only recently been collected. *Standards* are defined as "valued outcomes for all students." Therefore, why should separate standards be identified for some students, and not others? And who, if anyone, should decide which students should receive standards-based instruction and which should not?

All students are capable of learning at a level that engages and challenges them. Teachers who have incorporated standards into their instruction cite unanticipated gains in students' performance and understanding. Using the curriculum resources provided by the Department of Elementary and Secondary Education to improve and enhance their instruction, they have become excited about new teaching possibilities offered by this approach.

An additional advantage to using this approach is that some social, communication, motor, self-help, and other daily living skills can be addressed during activities in which standards are taught, as outlined in the Department's publication *The Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities.* The Resource Guide is available online at www.doe.mass.edu/mcas/alt.

Why is the graduation rate low for students taking the alternate assessment?

Rationale: All students without exception are required to meet the Competency Determination standard by earning a minimum score of *Proficient* on English Language Arts and Mathematics MCAS tests (*or Needs Improvement,* plus fulfilling the requirements of an Educational Proficiency Plan); and a minimum score of *Needs Improvement* on a high school Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score equivalent to that of a student who met the CD requirement on the required high school tests. Massachusetts allows students with disabilities who take alternate assessments to meet the graduation requirement, provided they demonstrate in their MCAS-Alt portfolio a level of performance equivalent to a student who has achieved these scores on the MCAS tests.

Each year, a small number of students score sufficiently well to meet the state's graduation requirement. Since 2001, more than 200 students taking the MCAS-Alt have earned the Competency Determination in at least one subject. These students would not have earned a Competency Determination without this option. As students gain greater access to academic instruction and teachers become more proficient at documenting their students' performance, this number may increase in the future. However, since students with significant cognitive disabilities comprise the majority of students taking alternate assessments, the number achieving a score of *Needs Improvement* will likely remain low in comparison to the number of students who meet the Competency Determination requirement by taking standard MCAS tests.

For additional information, updates, materials, and participation guidelines, please visit the Department's MCAS Alternate Assessment website at www.doe.mass.edu/mcas/alt.

For additional information on Educational Proficiency Plans (EPP), please visit the Department's College and Career Readiness website at www.doe.mass.edu/ccr/.